

1-1-1990

The academic assimilation of mainstreamed bilingual students : a case study of bilingual students mainstreamed in the Hoboken, New Jersey school district and the development of a mainstreamed criteria model.

Edwin Duroy
University of Massachusetts Amherst

Follow this and additional works at: https://scholarworks.umass.edu/dissertations_1

Recommended Citation

Duroy, Edwin, "The academic assimilation of mainstreamed bilingual students : a case study of bilingual students mainstreamed in the Hoboken, New Jersey school district and the development of a mainstreamed criteria model." (1990). *Doctoral Dissertations 1896 - February 2014*. 4535.

https://scholarworks.umass.edu/dissertations_1/4535

This Open Access Dissertation is brought to you for free and open access by ScholarWorks@UMass Amherst. It has been accepted for inclusion in Doctoral Dissertations 1896 - February 2014 by an authorized administrator of ScholarWorks@UMass Amherst. For more information, please contact scholarworks@library.umass.edu.

UMASS/AMHERST



312066013576187

THE ACADEMIC ASSIMILATION OF MAINSTREAMED BILINGUAL
STUDENTS: A CASE STUDY OF BILINGUAL STUDENTS
MAINSTREAMED IN THE HOBOKEN, NEW JERSEY
SCHOOL DISTRICT AND THE DEVELOPMENT OF
A MAINSTREAMED CRITERIA MODEL

A Dissertation Presented

by

EDWIN DUROY

Submitted to the Graduate School of the
University of Massachusetts in partial fulfillment
of the requirements for the degree of

DOCTOR OF EDUCATION

February 1990

Education

© Copyright by Edwin Duroy 1990
All Rights Reserved

THE ACADEMIC ASSIMILATION OF MAINSTREAMED BILINGUAL
STUDENTS: A CASE STUDY OF BILINGUAL STUDENTS
MAINSTREAMED IN THE HOBOKEN, NEW JERSEY
SCHOOL DISTRICT AND THE DEVELOPMENT OF
A MAINSTREAMING CRITERIA MODEL

A Dissertation Presented

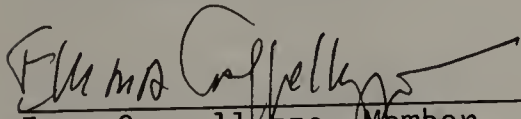
by

EDWIN DUROY


Approved as to style and content by:




Luis Fuentes, Chair



Emma Cappelluzzo, Member



Juan C. Zamora, Member



Marilyn Haring-Hidore, Dean
School of Education

From birth to the end of adolescence, education is one whole, and is one of two fundamental, necessary factors for intellectual and moral formation, so much so that the school carries a great responsibility regarding the final success or failure of the individual in pursuit of his own potential and adaptation to social living.

-- Jean Piaget

To

My Wife, Santa "Sam,"

who has supported me in this and many endeavors
in my career

and

My Parents, Frank "Paco" and Manuela,

who gave me the foundation and encouragement to
to reach for higher goals in life

ACKNOWLEDGMENTS

I would like to extend my gratitude and indebtedness to several people who have played key roles in the completion of this dissertation and doctoral program. I am especially grateful to my Doctoral Committee, Professors Luis Fuentes, Emma Cappelluzzo, and Juan C. Zamora, for their guidance, encouragement, and support throughout this process. They allowed me to explore higher goals and challenged me to the summit of my career.

Special thanks is also extended to Professors Sonia Nieto and Meyer Weinberg, who assisted me with the course work leading to this milestone.

In closing, I would be remiss in not extending additional recognition and appreciation to Professor Luis Fuentes, who, from the inception of my program, served as my Professor and Chairman of my Doctoral Committee. It was his encouragement that gave me the will to endure and complete my program.

Mil Gracias!

ABSTRACT

THE ACADEMIC ASSIMILATION OF MAINSTREAMED BILINGUAL
STUDENTS: A CASE STUDY OF BILINGUAL STUDENTS
MAINSTREAMED IN THE HOBOKEN, NEW JERSEY
SCHOOL DISTRICT AND THE DEVELOPMENT OF
A MAINSTREAMED CRITERIA MODEL

FEBRUARY, 1990

EDWIN DUROY, B.A., JERSEY CITY STATE COLLEGE

M.Ed., MONTCLAIR STATE COLLEGE

M.Ed., JERSEY CITY STATE COLLEGE

Ed.D., UNIVERSITY OF MASSACHUSETTS

Directed by: Professor Luis Fuentes

This study examined the academic progress of limited English proficient students who have been mainstreamed from the bilingual program. The study population consisted of thirty fourth grade students from the Hoboken, New Jersey School District who have previously participated in the bilingual program from Kindergarten to third grade. It included an analysis of identification process, their tenure in the bilingual program, and their present mainstream academic status.

The study focused on the follow-up aspects (not often undertaken by bilingual programs) evaluating success and failure factors for mainstreamed bilingual students. Subjects examined included student achievement and assimilation, using a comparative base of non-bilingual program English-speaking students. Both reading and mathematics

achievement data on the target population were analyzed for skill deficiencies using the Comprehensive Test for Basic Skills (CTBS) data base.

A review of factors affecting students' progress was assessed via surveys of personnel who work with limited English proficient students. These interviews included parents, teachers, and administrators. Factors derived from these interviews, review of literature, and empirical observations combined to facilitate the development of a mainstreaming model.

The mainstream model was designed to facilitate parents, teachers, and administrators with baseline data in organizing an effective mainstream criterion. The following are three major conclusions which were derived from this study:

- (1) Multiple criteria for entry and exiting bilingual students should allow for a more effective assessment of the limited English proficient students.
- (2) Program goals and objectives must be identified to maintain proper direction in the bilingual curriculum.
- (3) The development of a mainstream model.

TABLE OF CONTENTS

	<u>Page</u>
ACKNOWLEDGMENTS	vi
ABSTRACT	vii
LIST OF TABLES	xiii
LIST OF FIGURES	xiv
 Chapter	
I. INTRODUCTION	1
Statement of the Problem and Background	2
Site and Target Population	4
Hoboken: A Historical Perspective	5
Public Schools	6
Goals of the Study	7
II. REVIEW OF THE LITERATURE	8
Historical Overview	9
Introduction	9
The Germans	11
The Spanish	13
The Puerto Ricans	15
The French	18
Louisiana Territory	18
Midwest	19
Maine	20
The Resurgence of Bilingual Education	20
The Civil Rights Act (1964)	22
The Coral Way Project	22
Title VII ESEA	24
Review of Nine Research Studies on the Effectiveness of Bilingual Education	25
Introduction	25
Study 1: "Research Evidence for the Effectiveness of Bilingual Education"	26

	<u>Page</u>
Study 2: "Immersion: A Counter to Bilingual Education	26
Study 3: "The Reclassification Survey: A Study of Entry and Exit Classification Procedures"	34
Study 4: "Politics, Pedagogy, and Culture in Bilingual Classrooms: A Case Study"	34
Study 5: "Affective Considerations in Bilingual Education Problems and Solutions"	42
Study 6: "Hablamos Los Dos--We Speak Both: Growing Up Bilingual in El Barrio"	45
Study 7: "Political Expedience of Educational Research: An Analysis of Baker and DeKanter's Review of the Literature of Bilingual Education"	46
Study 8: "The Louis D. Brandeis High School Bilingual Program (Technical Report 02-81): Success in Bilingual Education Programs"	49
Study 9: Parental Involvement in Bilingual Education	51
Bilingual Education Models and Designs	56
Transitional Model	57
Maintenance Model	57
Immersion Model	59
Two-Way Model	61
Alternative Designs	62
Literature Update	64
Introduction	64
Current Trends	65
Review of New Jersey State Department of Education Policy Question and Guideline for Exiting Bilingual/ESL Students	68
"Title VII Regulations Affecting Entry and Exit Criteria"	78
"Assessment and Placement of Language Minority Students: Procedures for Mainstreaming"	79
"Guidelines for the Establishment and Implementation of Entry and Exit Criteria for Bilingual Education Programs"	81
Summary and Analysis of the Literature	83

	<u>Page</u>
III. METHOD OF THE STUDY	85
Introduction	85
Purpose of the Study	85
Significance of the Study	87
Target Population	88
Design of the Study	89
Case Study	90
Definition of Terms	91
Delimitations	94
IV. DATA ANALYSIS AND FINDINGS	96
Guiding Questions	96
Summary and Analysis	100
Questionnaires and Interviews	100
Target Population Data	101
Mainstream Teachers' Survey	101
School Administrators' Survey	102
State Official Survey	103
Local Bilingual Program Administrator Survey	105
Special Education Administrator Survey	106
Parent/Guardian Survey	106
Testing Data	108
Comprehensive Test of Basic Skills (CTBS)	108
Language Assessment Batter (LAB)	111
Conclusion	111
V. CONCLUSIONS AND RECOMMENDATIONS	113
Summary	113
Closure	115
The Mainstream Model	116
APPENDICES	121
A. LETTER OF INTRODUCTION TO PARTICIPANTS IN THE RESEARCH STUDY	122

	<u>Page</u>
B. QUESTIONNAIRES:	
TARGET POPULATION DATA; MAINSTREAM TEACHER SURVEY; PARENT/GUARDIAN SURVEY; LOCAL BILINGUAL PROGRAM ADMINISTRATOR SURVEY; PRINCIPAL SURVEY; SPECIAL EDUCATION ADMINISTRATOR SURVEY; STATE OFFICIAL SURVEY	124
C. SURVEY RESULTS:	
TARGET POPULATION DATA; MAINSTREAM TEACHER SURVEY; PARENT/GUARDIAN SURVEY; LOCAL BILINGUAL PROGRAM ADMINISTRATOR SURVEY; PRINCIPAL SURVEY; SPECIAL EDUCATION ADMINISTRATOR SURVEY; STATE OFFICIAL SURVEY	138
D. A COMPREHENSIVE MAINSTREAM AND FOLLOW-UP MODEL FOR BILINGUAL STUDENTS	157
BIBLIOGRAPHY	166

LIST OF TABLES

Table	<u>Page</u>
1. SUMMARY OF NINE TITLE VII PROGRAM EVALUATIONS	27
2. PACIFIC CITY PROJECT STUDENT ACHIEVEMENT RESULTS (ABOVE GRADE LEVEL)	33
3. TESTS USED NATIONALLY IN BILINGUAL PROGRAMS	35
4. LANGUAGE ASSESSMENT BATTERY (LAB) TEST CUT-OFF SCORES	112

LIST OF FIGURES

Figure	<u>Page</u>
1. Transitional Model.	58
2. Immersion Model	60
3. Target population testing data analysis	109
4. Bilingual program curriculum flow chart	117

CHAPTER I

INTRODUCTION

This research study was designed to investigate and review, using a case study approach, the effectiveness of exiting bilingual students into the monolingual mainstream. The researcher was guided by a series of questions which raised the critical issues affecting the targeted bilingual students who have been mainstreamed. The researcher has examined the academic and affected domain of these students to determine how successful the bilingual program curriculum has been as well as its exiting criteria. The data collected culminate with the development of a mainstreaming model. This model includes exit criteria, a follow-up process, and an overall method to examine the bilingual program curriculum design.

The researcher has included in his objectives the theoretical framework for future researchers to study. The topic, from the commencement into the research, demonstrated that a limited number of studies existed advancing the study's goal of contributing to the research.

The effectiveness of this study will be demonstrated by the future field testing of the developed model. The researcher will be charged with the task of implementing this model in a longitudinal study. In closing, this study has allowed the researcher to foster the educational improvement process advancing goals for the success of limited English proficient (LEP) students in the mainstream.

Statement of the Problem and Background

Educational reports and studies on the status of public schools have drawn attention to the alarming rate of dropouts and academically deficient students entering our society who are lacking basic skills. Two contemporary reports which have drawn national attention are A Nation At Risk: The Imperative for Educational Reform (National Commission on Excellence in Education, 1983) and The Paideia Proposal (Adler, 1984), a report compiled by a group of leading educators in the United States. These two reports have also sounded the alarm for the education community to focus on improving our approaches in education.

The concept of bilingual education shares equally in the need for improvement and has also received criticism. In the Baker and DeKanter Report (1981), a report commissioned by the U. S. Office of Planning, Budgeting and Evaluation, bilingual education was criticized severely for being ineffective and lacking concrete evidence of its success. Although the bilingual education community has refuted this report as lacking research validity, the report did draw support for change in bilingual education approaches throughout the United States (Seidner, 1983). However, the need for updating and evaluating bilingual education should remain as a continuing precept in maintaining an effective program.

The transitional bilingual education approach is the most commonly used method for teaching limited English proficient students in the United States. This approach includes use of the students' native

language as the medium of instruction while systematically and sequentially English is taught as a second language. It is designed to develop the students' English language proficiency to function in the monolingual English mainstream. A 1980 report, issued by the National Education Service Center, found that Hispanic students are scoring up to ten percentage points below the national average in reading and mathematics achievement (Gainer, 1987). These factors demonstrate the need for educational research in bilingual education, which significantly affects the majority of limited English proficient students of Hispanic background.

The mainstreaming or exiting of bilingual program students is a process which should attest to the students' ability to function in a monolingual English setting. This process is usually implemented by a criterion which incorporates students' achievement testing, content area progress, affective domain, and cultural assimilation. All these elements contribute to the enhancing of a successful bilingual program and make the program examine its students' academic assimilation.

Jim Cummins (1982), a professor at the Ontario Institute for Studies in Education located in Toronto, Canada, has examined language proficiency, distinguishing between a limited face-to-face communication and the more complex application of language content usage. Too often, educators accept the first language proficiency level, which is limited to oral communication, as a sign of language understanding and ability to function in the mainstream. The premise that students are proficient because of peer communication is not true according to

Cummins because it does not take into consideration the students' ability to function in the content area setting. What Cummins implies is that oral English proficiency as observed in a face-to-face setting does not equate to language proficiency when it applies to oral, written, and contextual language understanding. This level of proficiency, which encompasses grade norms in academic aspects of language, Cummins believes can be accomplished by limited English proficient students within a five- to ten-year period (Cummins, 1982).

Based on empirical observation, local school district financial and leadership factors affect the exiting process of bilingual students. Financial considerations for keeping students in a bilingual program beyond three years (New Jersey policy or district policy) play a greater role in the exiting process than pedagogical factors. The researcher also found that studies on mainstreamed bilingual students is lacking. Both entry and exit criteria are well documented in studies, but the success or failure rate of mainstreamed bilingual students is unavailable. This factor mandates bilingual and non-bilingual educators to examine this subject in an in-depth manner. The need to contribute to this literature is evident and will be addressed in this micro-perspective study.

Site and Target Population

The Hoboken Public Schools in Hoboken, New Jersey, have been selected by the researcher for the study. The researcher has been affiliated with the Hoboken Public Schools since 1976 as the district's

Bilingual Coordinator, Supervisor. The researcher is presently an elementary school principal in a school which houses the largest concentration of bilingual students in the district.

The Hoboken School District is comprised of approximately 4,200 students, of which 70 percent come from Hispanic background (mainly Puerto Ricans). The Hispanic population of the City of Hoboken is approximately 10,000, or 25 percent of the entire population. However, this population is declining due to housing gentrification presently occurring in Hoboken. This factor may very well contribute to the future eradication of bilingual education in Hoboken, which has contributed significantly to the history of bilingual education in the United States.

Hoboken: A Historical Perspective

Hoboken, New Jersey is located on the banks of the Hudson River directly across from New York City. Since the turn of the century, Hoboken has served as a haven for immigrant families who have entered the country seeking employment. The population of Hoboken has varied from 80,000 during World War I (Hoboken was used as an embarkation point) to its present 42,000.

The city, during the early 1900s, was dominated by a German/Irish population. After World War II, a large Italian community emerged as the dominant group. This entering of and movement of various ethnic groups was a pattern followed by the Puerto Rican community, which began to enter Hoboken beginning in the early 1950s. This community

increased in number from 2,000 in 1950 to 20,000 in 1980, a population increase to 45 percent of the city's population. In addition, with the housing market pressures of New York City placing a heavy burden on Hoboken, the process of "gentrification" emerged as the primary factor displacing Puerto Rican families. This issue has seen the Puerto Rican community decrease in population from approximately 20,000 to 10,000.

Public Schools

The need for serving limited English proficient (LEP) students was evident with the entering of various groups from non-English-speaking countries. Prior to World War II, the English-only sink-or-swim method was present. In the early 1950s, a program was designed to address the influx of limited English proficient Hispanic students who were entering the Hoboken School District. This approach, called "Orientation," was basically an English as a second language (ESL) class. This approach was used until 1965, when Hoboken experimented with a self-contained bilingual class.

In 1965, with the passing of the Elementary Secondary Education Act (ESEA) and the subsequent Title VII Act, Hoboken was one of five districts in New Jersey to participate as a consortium in the State's first Title VII grant (1967-68). From 1968 to 1978, the Hoboken School District was the recipient of five Title VII grants supporting bilingual education programs (Castellanos, 1979).

With the advent of the landmark case of Lau vs. Nichols (1973), the Supreme Court ruled unanimously, on the grounds of the Civil Rights

Act of 1964, that 1,800 Chinese students in San Francisco were not being provided an equal educational opportunity compared with their English-speaking peers. This case supported the effort to implement bilingual education nationally, motivating local community groups to lobby for the passage of New Jersey's Bilingual Education Law, which was modeled after the Massachusetts Law. From 1976 to the present, Hoboken Public Schools have formally implemented transitional bilingual education as a method to instruct limited English proficient students.

Goals of the Study

The following goals were identified for this research study.

- (1) To develop an exiting model for bilingual programs which will enhance the success of bilingual students exited into the mainstream.
- (2) To develop a follow-up model which will provide bilingual program administrators with a vehicle to monitor the curriculum for changes needed in enhancing exited bilingual students' success in the mainstream.

CHAPTER II

REVIEW OF THE LITERATURE

The review of the literature provided the researcher with the necessary background data on the subject. It represents a collection of educational research in bilingual education effectiveness as well as its critical review. The significance of this chapter is that it allowed the researcher to identify factors which contribute to successful and/or failing bilingual education programs. This information was then used to correlate the existing targeted program population to foster valid conclusions.

The chapter begins with an historical overview of bilingual education in the United States. This section illustrates the role bilingual education has played in the history of education in the United States. It also contributes to a greater understanding of the present concepts in bilingual education and its future direction.

This chapter also reviews nine mini-studies which examine the effectiveness of bilingual education. It includes program reviews of successful programs, an alternative design in bilingual education, and a review of an entrance/exit procedure which lists the most widely used testing instruments. In concluding this chapter the researcher provides an analysis of parental involvement in bilingual education in New Jersey. In addition, a review of bilingual education models and designs are defined to facilitate the researcher with the existing practices.

Historical Overview

Introduction

The use of historical background on bilingual education in the United States is essential to the overall understanding of bilingual education today. Bilingual education has a rich history in its evolution of history in the United States. From the inception of this nation in 1776, multilingualism has been present and has made an impact on the delivery of education to children of the United States.

This research study is designed to examine in a micro-perspective, an issue which will have great impact on the future of bilingual education. The mainstreaming of limited English proficient (LEP) students and their success is paramount to the concept of bilingual education. To appreciate and understand the schools of thought which prevail in education today, the researcher has demonstrated the changing attitudes and rationales through an historical perspective. As commonly understood, to know history is to understand the present and have insight for the future.

The history of bilingual schooling in the United States runs parallel to the history of immigration in the United States. The three most prominent European language groups which play a major role in this history were the Germans, Spanish, and French. All three were present during colonial times as immigrants of occupied territories later annexed by the United States. These early colonial settlers established religious schools which taught in their native language and English.

The Spaniards developed bilingual missionary schools to educate the Indians. The second and perhaps most significant group which promoted bilingual schools during the eighteenth and nineteenth centuries was the Germans. The French made up the third most prominent language group in colonial times which provided bilingual education to its children. All three of these language groups enhanced the teaching of their native language, but they also taught English, which was the dominant language of the country (Fishner & Keller, 1982).

United States policy at its inception (1776) was based on a concept of diversity in government with sovereignty among states. This policy evolved in the eighteenth and nineteenth centuries and entered the twentieth century with a changing role. The expansion/annexation of territories whose native language was not English, i.e., Mexico and Louisiana, still fostered the prevailing sentiment to maintain this diversity. However, the political posture of multilingualism became an issue for factions in United States society which adhere to a unilingual policy.

The increase of non-English-speaking immigrants brought the indigenous English-speaking population to react in a defensive manner by demanding a unilingual society. However, these great numbers of people also represented an element of economic augmentation which had to be cultivated for national economic growth. This situation engendered a division which prevailed throughout the nineteenth and early twentieth centuries.

The Germans

The fostering of bilingualism was greatly enhanced by the Germans, who comprised the largest group of dual colonial immigrants in the United States during the eighteenth and nineteenth centuries. The German community stood for a pluralistic society with a German and English linguistic education. Use of the German language was key in the recruitment of immigrants and colonial-born Germans for the revolutionary cause in 1772 to 1778. Germans made up 10 percent of the colonial population in 1776 with one-third of them living in Pennsylvania. Many documents have promulgated in German during this period as part of the war effort, which also saw formation of battalions commanded exclusively in German in the fight for colonial independence (Kloss, 1977).

The formation of the United States saw the presence of many Germans in government as elected officials. However, within the German community some aspired to a unilingual English society for the United States. Such was the case with F. A. Muhlenberg, who was the Speaker of the House in the United States Congress during 1794 to 1795. Muhlenberg cast the tie-breaking vote to defeat a measure which called for promulgation of government documents in German.

However, the German community was strong in its stand for German language instruction in public as well as private schools. Their commitment for better education, a strong desire for perpetuating their cultural background, and their basic rural/agricultural existence placed their children's educational priorities on German language/cultural instruction over English. In states such as

Maryland, Pennsylvania, Virginia, and the Carolinas, with their large German population, the Germans were able to control political arenas and the educational systems. Bilingual schools (German/English) flourished in many populated cities in the United States, such as Buffalo, Louisville, New York City, Chicago, Indianapolis, Washington, D.C., San Francisco, Cleveland, Milwaukee, Detroit, Cincinnati, and Baltimore.

During the Civil War, 500,000 military troops in the Union Army were U. S. German citizens or immigrants who were commanded in the German language (Kloss, 1977). In 1862, a new attempt to introduce German as a legal language was rejected by the Congress. However, during the second half of the 1800s, Congress did authorize the use of German to promulgate land sales. This effort was stimulated by the need to recruit landowners for underdeveloped and unsettled territories in the West.

The beginning of the twentieth century saw German bilingualism minimized. The second and third generation Germans were fusing into the English-speaking society. However, there still existed enclaves which fostered German bilingual schooling, such as in Carlstad, New Jersey; Herman, Missouri; and New Ulm, Minnesota. Statistics also show that bilingual German schools had approximately 40 percent of its population coming from non-German-speaking homes. Clearly, the school of thought at the time promoted German "the learned language," "language of science and mathematics." Nevertheless, the role of German in our society was minimized or eliminated with our entrance into World War II.

The role of Germany in World War I served to enhance the efforts of unilingual societal elements and strengthened their position. Nationalism, patriotism, and one language were fused into the concept of Americanism. Basically, "English Only" was the posture that an "American" could aspire to. This stance, however, was not practiced by the wealthy population, who still viewed multilingualism as a cultural value and/or cachet of being urbane.

The Spanish

The Spanish-speaking population, which affected the history of bilingual education, comprised a quasi-colonial immigrant population. They actually represented the first permanent European settlers in the contiguous United States in 1513 at St. Augustine, Florida. During the sixteenth through eighteenth centuries, Spain dominated the southern portion of the North American continent. Spanish missionaries during this period used both Spanish and indigenous dialogues to teach Christianity. Historically, this proselytizing can be called the first bilingual schooling in the United States as we know it today (Cordasco, 1978).

In 1820, the borders of Spanish territory in North America were definitely fixed. However, in 1821, the Mexicans gained their independence, and the United States purchased Florida from Spain. Concomitantly, the vast territories of the Southwest were ripe for settlers, so the Mexican government promoted the settling of Americans in Texas. Before long, U. S. settlers became the majority of the Texas territory (75 percent in the 1830s). In 1836, Texas seceded

from Mexico. Nine years later, Texas became a state in the union.

With the annexation of Texas, 25,000 Mexicans were converted into citizens of the United States. In addition, when Mexico lost the 1848 War against the United States, 90,000 Mexicans, unlike other non-English-speaking immigrant groups, found themselves in the United States as part of an annexation. However, the United States government recognized the large Spanish-speaking population and granted them the rights and privileges of citizenship (Treaty of Guadalupe Hildalgo in 1848).

In the territory of New Mexico, Spanish-speaking personnel were used in legal proceedings to provide proper services to the Spanish-speaking majority population. New Mexico had a Spanish-speaking majority dating from the United States takeover in 1850 until 1905. Unlike other territories which were annexed, New Mexico did not become a state until 1910, when the majority of its population were considered white English-speaking.

The New Mexico legislature, from 1850 to 1870, was overwhelmingly made up of Spanish surname legislators and held most of its sessions in Spanish and/or with English interpreters. The laws from 1850 to 1890 were printed bilingually in English and Spanish and promulgated as such. Judges and justices of the peace were bilingual and conducted their business mainly in Spanish. This language tolerance was phased out with the large influx of an English-speaking population entering New Mexico preceding its statehood.

In the annexed territory of California, like Texas and New Mexico, laws were promulgated in English and Spanish to facilitate the then Spanish-speaking native population. However, with the great gold rush of the 1840s, the English-speaking population became so dominant that Spanish was phased out or minimized. California became a state in 1858.

From 1850 to 1890, Spanish was the dominant language as the medium of instruction in the Southwest. The overwhelming majority of school-age children were of Mexican background up until the decade 1900 to 1910, when the number of English-speaking children surpassed the Spanish-speaking population. Beginning the twentieth century, English was the sole legal language of the Southwest as well as the only language authorized in public education (Fishner & Keller, 1982). From 1900 on, Spanish was downgraded from a medium of instruction to an auxiliary subject.

The twentieth century for the Southwest represented a new dominant culture and language (from Spanish to English). This trend continued for the first thirty years of the 1900s until the immigration of Mexicans in large numbers began. The influx, combined with other contemporary migrations, prompted the resurgence of bilingual education in the United States.

The Puerto Ricans

Puerto Rico was discovered by Christopher Columbus on his second voyage to the New World in 1493. From initial colonization of the island, Spanish became the dominant language, which superseded the

indigenous population's language and culture. The Tainos culture underwent an increase of Spanish dominance, which resulted in a decrease in their population. This population loss diminished their language and culture, and only a few cultural traits remained.

The Spanish colonials unquestionably came to dominate the island only thirty years after its initial discovery. From that point on, Spanish became the native language of Puerto Rico. From 1530 to 1898, Spanish was also the native language of Puerto Rico's schools preceding the Spanish American War of 1898. The war resulted in Spain's seceding Puerto Rico to the United States.

When the United States took possession of Puerto Rico, an historical era was ushered in which initiated the Americanization process of Puerto Rico. It was evident the United States government's effort for Americanization had to be directed at the schools. The philosophy which prevailed toward the new possession was Americanization, the extension of the United States school system, and the teaching of English. This was a political solution to a cultural dichotomy. Unilingualism, uniculturalism was the driving force in the Americanization of Puerto Rico.

From 1898 to 1900, Puerto Rico was under a United States military government. However, in 1900, a civil government was created with the Governor appointed by the President of the United States. The Commissioner of Education also was an American appointee charged with Americanizing Puerto Rico. This process basically entailed the teaching of English in public schools with a phasing out of Spanish. It also included the reculturalization of the populace

toward Americanization. It was anticipated that a generation would be needed to inculcate these two tenets in the Puerto Rican people. This can be illustrated by the fact that George Washington now became the father of Puerto Rico as a new lesson on the history of Puerto Rico.

This thrust toward Americanization was not well received by the Puerto Rican people, who saw this new dominance as a substitute for the past one. The effort demonstrated by the population and its educators in retaining Spanish impeded the new dominance effort. English-speaking American educators were imported to the island to facilitate and supervise the process (Negron de Montilla, 1975).

The teaching of "English Only" in elementary grades was advocated and attempted during the first fifteen years of Americanization. Reculturalization included the teaching and observing of American holidays, such as Washington's Birthday and Lincoln's Birthday. American officials downplayed any holidays indigenous to the island, such as Puerto Rican Discovery Day (November 9, 1493). However, the Puerto Rican legislators passed a law which promoted the teaching of subjects in Spanish. This program ran counter to the Americanization process but did foster the reintroduction of Spanish in the elementary grades. This policy was the beginning of Spanish language dominance in public education.

With the 1917 Jones Act, Puerto Ricans became citizens of the United States, and more self-rule was granted. This political anomaly still fell short of total self-rule (independence) for Puerto Rico. Ironically, the conquering Americans believed that the Spanish language

of Puerto Rico was nothing more than a patois which could easily be exterminated and replaced with English. However, the Puerto Ricans demonstrated their will and commitment toward their culture. Today, Puerto Rico is politically in a quasi-colonial/self-governing polity with the dominant language being Spanish. The school system uses Spanish as the medium of instruction with English taught as a subject. However, with the migration of Puerto Ricans from the mainland back to Puerto Rico, the island has introduced transitional bilingual programs which use English as the medium of instruction while systematically and sequentially teaching Spanish as a second language.

The French

Like the Germans and like the Spanish of the Southwest, the French were a dual colonial/immigrant population. They were present both in colonies as well as occupied territories annexed by the United States. The French were present mainly in two areas during colonial times--in the northern sector (Maine, Michigan, Massachusetts) and in the southern areas of Louisiana. Many French Canadians (Acadians) migrated from French Canada (Quebec) south to either the northern border states or the Louisiana territories then owned by France in the eighteenth and early nineteenth centuries (Kloss, 1977).

Louisiana Territory

Louisiana was originally settled by the Spanish during the seventeenth century and later by the French during the eighteenth and nineteenth centuries. The French element was of longer influence and resulted in Louisiana being colonized for France. The French-speaking

inhabitants of Louisiana comprised three groups: the Creoles were a mixture of French Europeans and other territorials (German, Spanish, and Italian) who were under the dominance of this French-speaking society; the Acadians were French Canadians; and the third group was French-speaking Blacks who were slaves and were later emancipated.

With the annexation of the Louisiana Territory from France in the Treaty of Paris in 1783, it was divided into smaller polities which eventually became states, such as Indiana, Missouri, and Louisiana. During the evolution of Louisiana's constitution, from 1812 to 1874, the legal status of French went back and forth from equal status to a superfluous one. During the apex of French tolerance, legal documents were compelled to be printed in French and English.

Schooling in Louisiana (1800) was predominantly decentralized with parishes (counties) deciding what language(s) could be used in instruction. Basically, French-populated parishes promoted the use of French and English, whereas English-dominated parishes insisted on English Only. This situation prevailed until the post-Civil War Era when English Only was mandated to isolated enclaves. French bilingualism ebbed and flowed during the nineteenth century, but beginning with the twentieth century, it diminished but for isolated areas.

Midwest

The settlement of French-speaking enclaves in the Midwest was mainly by the French Canadians. These settlements were established originally adjacent to the French forts. In 1783, with the signing of the Treaty of Paris, the Midwest French territory (Louisiana

Territory) was ceded to the United States. With the takeover of these territories by the United States, the English language dominance issue took a strong position against the French language. This change brought an increased number of Anglo-speaking inhabitants, statehood, and eventual minimizing of the French language in the second half of the nineteenth century.

Maine

The territory and state of Maine had enclaves of French Canadians who struggled to maintain their language and culture. However, they were met by adverse feelings of "English Only." But, as a result of their proximity to French Quebec, French remained their native language. Nevertheless, French was still suppressed in the public schools. This situation existed until 1969 when a Title VII project was developed to enhance the educational progress of French-speaking students in the Saint John's Valley area (Kloss, 1977).

The Resurgence of Bilingual Education

As noted, multilingual/culturalism had been presented in the United States prior to colonial times. In the eighteenth, nineteenth, and beginning twentieth centuries, bilingualism ebbed and flowed according to the political and cultural commitment of various ethnic groups. However, during the first decade of the twentieth century, bilingualism and biculturalism in the public schools were rapidly disappearing. The conflict of cultural pluralism versus a homogenous value system was being resolved with pluralism in retreat.

From World War I to World War II, multilingual/culturalism was minimized in the United States. Patriotism in the United States was affiliated with English Only and the melting pot concept--a unilingual/cultural America. At the end of World War II, the United States found itself in a technological age with need for a better-trained work force. Leaders in the United States were determined to provide better education and opportunities for its population. Concomitantly, during this period, Mexicans and Puerto Ricans began to enter the United States by the thousands. These two groups and the Cuban influx of the early 1960s proved to be the population which reintroduced bilingual education into the public schools of America (Castellanos & Leggio, 1983).

The legal case which served as the catalyst for improvement of public education and bilingual education in the United States was the Brown vs. Topeka Board of Education case (National Puerto Rican Task Force on Educational Policy, 1978). In May of 1954, the Supreme Court ruled in favor of the complainant Brown. The decision held that segregated schools are inherently unequal; even when facilities and teacher salaries were identical, "equality of educational opportunity" did not exist. Although this case centered around "Black America," it affected minority language America, including the emerging Hispanic population.

In 1957, the United States was rudely jolted by Russia's launching of Sputnik, the first space exploration vehicle. It demonstrated that schools in the United States were behind Russia in science,

mathematics, and foreign languages. Congress began to play a more active role in education by providing categorical aid.

The Civil Rights Act (1964)

With the political cold war between communism and democracy, and the social unrest in America's inner cities, leaders in the United States recognized the need to address social/economic changes in fostering minority America. Under the John F. Kennedy and Lyndon B. Johnson administration, social and economic reform was initiated. The Civil Rights Act had a significant impact on education in America, which also affected bilingual education. One provision was that federal funds could not be expended in operations in which there was discrimination on the basis of race or color. Thus, federal financial aid to schools became linked to the elimination of segregated schools. This strand of the Act proved to be significant in the overall implementation and effectiveness of civil rights in education (Castellanos & Leggio, 1983).

The Coral Way Project

In 1963, with the large influx of Cuban immigrants/refugees, the Dade County Public Schools (Dade County, Florida) initiated what has proven to be a milestone in contemporary bilingual schooling. To address the large numbers of limited English proficient (LEP) school-age children in the Dade County schools, a bilingual education program was developed. This program, funded through federal and local resources, was designed to provide the LEP students with native language instruction while also teaching English as a second language.

The use of native language was basically taught by Cuban-born instructors whereas the English component was taught by English-dominant teachers from the mainland in a team teaching approach (Makey & Beebe, 1977).

The Coral Way Project proved to be very successful and served as a model for other future programs. This project had several enhancing factors which led to its success. First, the population of Cuban students which initiated the program was basically from middle-class background parents. The parents of these students were highly motivated to see their children succeed. Second, politically-motivated American agencies attended to the educational needs of the Cubans, considering them transient refugees. The aid extended also served as a token to demonstrate our commitment against communism. Third, the majority of the first refugees were of predominantly white European backgrounds. This factor contributed to their acceptance by white America's mainstream.

Largely as a result of the Dade County experience, in 1964, the Texas districts of Nye and San Antonio Independent began bilingual programs for its growing Mexican population. Furthermore, the engendering of new bilingual programs nationwide was enhanced greatly by enactment of the Elementary and Secondary Education Act (ESEA) in 1965. The act provided funding for education and served as the vehicle for the Title VII Bilingual Education Act.

Title VII ESEA

On January 2, 1968, Title VII ESEA was enacted by the United States Congress and signed into law by President Lyndon B. Johnson (Cordasco, 1978). This act was adopted to address the needs of limited English proficient children from homes whose dominant language was other than English. It was initiated as a vehicle to provide funding for local educational and non-profit agencies to increase programs designed to address limited English proficient students' needs through bilingual education.

The initial thrust for program designs were:

- (a) Planning programs to address the limited English proficient students' needs;
- (b) Providing preservice and inservice training of bilingual/bicultural instructional staff;
- (c) Establishing and operating bilingual/bicultural programs in local educational agencies (LEAs);
- (d) Providing cultural awareness in addressing affective and cognitive development of limited English proficient minority students;
- (e) Establishing programs for dropouts who were affected by limited English proficient backgrounds;
- (f) Providing parent/community involvement through school/home-oriented activities, such as adult education.

In the first fiscal year for Title VII, 15 million dollars were appropriated to serve approximately 27,000 students nationally, mainly Spanish-speaking students. This was the first time in the history of

the United States that a language other than English was officially authorized and funded for instructional purposes. Several factors played a key role in the enactment, such as the success of the Dade County Project; the political strength which Mexican-Americans were experiencing in the Southwest and the Puerto Ricans in the Northeast; President Johnson's commitment to equal educational opportunity; and the Civil Rights Laws which extended more legal protection (National Puerto Rican Task Force on Educational Policy, 1978).

Review of Nine Research Studies on the Effectiveness of Bilingual Education

Introduction

This section of the chapter is designed to examine the research which has supported or countered the concept of bilingual education. It begins with a review of nine studies drawn from the Title VII ESEA program evaluations in the mid-1970s. These studies all concluded and attested to the effectiveness of bilingual education during that era which represented in essence the beginning of the Title VII programs in the United States.

The second part presents an opposite view of bilingual education success, advocating the use of an immersion concept. This concept minimizes the use of a student's native language in the process of learning English. The basis of this perspective can be associated with the political conservative trend spearheaded by then-President Ronald Reagan and the then-Secretary of Education William Bennett.

This trend further demonstrates the need to know United States history affecting bilingual education.

The listing of entry and exit procedures is included as a study to facilitate this research with background directly affiliated with the topic. The studies also include the category of multiculturalism and the affected domain of limited English proficient students. These subjects allow the reader to develop a better understanding of the limited English proficient students examined in the research. This section is concluded with an examination of parental involvement in bilingual education. It contributes to the literature by placing the limited English proficient students' home perspective needed to ascertain the reasons for success or failure in any educational program.

Study 1: "Research Evidence for the Effectiveness of Bilingual Education"

In the research study, "Research Evidence for the Effectiveness of Bilingual Education," Rudolph C. Troike (1981) cites nine bilingual program studies which attest to the effectiveness of bilingual education. Research on effectiveness of bilingual education is significantly lacking on a comparable basis, yet enough evidence has been drawn which can point to its success. Table 1 provides a brief summary of these nine Title VII program evaluations.

Study 2: "Immersion: A Counter to Bilingual Education"

The critics of bilingual education are basically proponents of an all-English curriculum. The most commonly referred model and technique is the Immersion Model. This model's success was researched as

TABLE 1

SUMMARY OF NINE TITLE VII PROGRAM EVALUATIONS

Study	Years	School District	Language	Grade	Test Used	Results
1	1975-1976	San Francisco, California	Chinese	1-6	Comprehensive Test for Basic Skills (CTBS)	Chinese LEP students were at or about dis- trict and national norms in English and mathematics in three out of six grades. In addition, mono- lingual English- speaking students in the Title VII program were at or above national and district norms in all grades.
2	1978	Philadelphia, Pennsylvania	Spanish	K-2	Philadelphia Readiness Test (a criterion reference test)	Both Spanish-dominant LEP and monolingual English-speaking stu- dents exceeded the citywide mean and control group scores. In addition, some students demonstrated better attendance than the control group.

Continued, next page

TABLE 1--Continued

Study	Years	School District	Language	Grade	Test Used	Results
3	1976-1977	San Francisco, California	Spanish	7	Comprehensive Test of Basic Skills (CTBS)	Spanish-dominant LEP students demonstrated a two-months' greater gain on achievement tests than monolingual counterparts. In addition, their attendance demonstrated less absenteeism than the monolingual English students.
4	1977	LaFayette, Louisiana	French	K-3	Primary Ability Test, Metropolitan Achievement Test; French Criterion Reference Test	Bilingual students performed as well or better than the control group in reading, grammar, mathematics, and social sciences.
5	1978	Artesia, New Mexico	Spanish	3&4	Comprehensive Test of Basic Skills (CTBS)	Both Spanish LEP and English-dominant students scored significantly higher than the control group in English reading.

Continued, next page

TABLE 1--Continued

Study	Years	School District	Language	Grade	Test Used	Results
6	1978	Orleans, Louisiana Parish	Spanish	Pre-K to 3	Inter-American Test Series	Students demonstrated a gradual measurable gain over and above Anglo peers in general ability when tested in both English and Spanish.
7	1976	New York City, New York	Spanish; Chinese	9-12	Attendance Data	Attendance figures from five secondary schools demonstrated a 10 percent better attendance by LEP students than monolingual English-speaking peers.
8	1970-1975	St. Johns, Minnesota	French	1-4	Metropolitan Achievement Test	Bilingual medium schools were compared with all-English control schools in a five year study (1971-1975). The results demonstrated that the bilingual students outperformed students in the control group in mathematics, English

Continued, next page

TABLE 1--Continued

Study	Years	School District	Language	Grade	Test Used	Results
9	1976	Rock Point, Arizona	Navajo	4-5	Stanford Achievement Test (SAT)	language, language, and self-concept. Students' 1975 scores were .7 to 1.1 years better in English as compared to the same grade(s) control group of 1972. The 1976 scores demon- strated a .4 year gain over the previous year score.

being effective among Canada's French community and documented in the Lambert and Tucker (1972) study. Most recently, U. S. Secretary of Education William Bennett, in a speech to the Association for a Better New York, branded "a failure" two decades of Federal policies to help educate language minority students. He called for a more flexible curriculum which would not contain native language instruction, such as the Immersion Model (Lambert & Tucker, 1972).

Advocates of the Immersion concept have cited the limited success of seemingly inconclusive evidence for bilingual education as the sole method to teach limited English proficient (LEP) students. This conclusion was echoed loudly in the U. S. Department of Education evaluation study prepared by Baker and DeKanter (1981). In this report, the structured Immersion approach was also proposed as an alternative to bilingual education. To clarify their position of what they believe to be structured Immersion, Baker and DeKanter (1981) write:

Language minority students in effect learn English instruction as they learn math, and learn math through English instruction that is understandable at their level of English proficiency. In short, practice makes perfect, and English is best learned by using it as much as possible through the school day. (p. 17)

To further substantiate the claim that Immersion programs are effective, two educational researchers, Russell Gersten and John Woodward, wrote a case study indicating that Structural Immersion does have enduring effects with LEP students (Gersten & Woodward, 1983). In a Uvalde, Texas school district, an Immersion approach was studied by the researchers for its effectiveness. The longitudinal data indicated that comparing students who participated in the Uvalde Program

scored above average in English, reading, mathematics, and language arts as compared with the national norms of the Metropolitan Achievement Test. The study concluded with statistics demonstrating a reduction in the district's dropout and retention rates directly attributed to the Uvalde Program--an Immersion Model.

A second study cited in the Gersten and Woodward (1983) research was the Pacific City Project. This program evaluated its effectiveness comparing their students to another LEP group in a different school which used a Transitional Bilingual Model. Table 2 shows the Pacific City Project student achievement results (above grade level) at the end of the third year of the program.

Summary. The use of Immersion Models has been criticized by bilingual educators as being ineffective for limited English proficient students in the United States, especially students from low-income families (Santiago, 1983). In addition, models and studies, such as the ones previously cited, have been criticized for research flaws and lack of comparable data bases. These arguments of pro-Immersion versus pro-bilingual education, however, will continue for the basic reason that neither method has established itself as having the unequivocal answer for effectively educating limited English proficient students. To conclude, it must be made clear that effective classroom instructional implementation can and must be improved via continuous research and development.

TABLE 2
PACIFIC CITY PROJECT STUDENT ACHIEVEMENT RESULTS
(ABOVE GRADE LEVEL)

	Immersion Group	Bilingual Group
Reading	75%	19%
Mathematics	96%	62%
Language Arts	71%	44%

Study 3: "The Reclassification Survey: A Study of Entry and Exit Classification Procedures"

In the research study, "The Reclassification Survey: A Study of Entry and Exit Classification Procedures," Desdemona Cardoza (1984) identified the various test instruments used in 100 bilingual programs nationwide to identify limited English proficient students and to measure achievements. The categories of testing in bilingual programs included:

- (a) Entry level testing used to determine language proficiency;
- (b) Dominance testing used in determining language competency and placement;
- (c) Achievement testing used in determining content area (reading, writing, mathematics, ESL) level and progress;
- (d) Exit level testing used to determine language proficiency prior to mainstreaming bilingual/ESL students.

These instruments vary in the way they are administered, which include: (1) Oral, (2) Written, and (3) Group. Table 3 shows a varying list of tests used nationally in bilingual programs.

Study 4: "Politics, Pedagogy, and Culture in Bilingual Classrooms: A Case Study"

This research study, "Politics, Pedagogy, and Culture in Bilingual Classrooms: A Case Study," was conducted by Allan F. Burns (1981-82). The use of two languages in a classroom setting has fostered a greater

TABLE 3

TESTS USED NATIONALLY IN BILINGUAL PROGRAMS

Test	Grade	Language	Purpose
BINL (Basic Inventory of Natural Language)	K-12	Can be adminis- tered in 32 languages	Used as oral language proficiency test and language achievement
BOEM (Bilingual Observation and Evaluation Measure)	K-2	English/Spanish	Determines oral language conceptual ability
BOLT (Bilingual Oral Language Test)	4-12	English/Spanish	Determines oral language skills and dominance
BRIGANCE (Brigance Diagnostic Inventories)	K-12	English/Spanish	Determines basic skills achievement
BSM (Bilingual Syntax Measure)	K-12	English/Spanish	Determines basic oral proficiency
CAT (California Achievement Tests)	K-12	English	Measures reading, language, and mathematics skills

Continued, next page

TABLE 3--Continued

Test	Grade	Language	Purpose
COD (Crane Oral Dominance Test)	1-12	English/Spanish	Determines language dominance and placement
CTBS (Comprehensive Test of Basic Skills)	K-12	English	Measures basic skills, science and social science
CTBS Español (Comprehensive Test of Basic Skills/ Spanish)	1-8	Spanish	Measures basic skills (reading and mathematics)
DADE COUNTY TEST	1-6	Spanish/English	Measures oral language competency
DAILEY LANGUAGE FACILITY TEST	Pre-K-12	Any Language	Measures oral language competency
DRP (Degrees of Reading Power)	4-12	English	Measures reading comprehension
ESLOA (ESL Oral Assessment)	Ungraded	English	Measures oral language comprehen- sion and speech

Continued, next page

TABLE 3--Continued

Test	Grade	Language	Purpose
FUNCTIONAL LANGUAGE ASSESSMENT	Pre-K-12	English	Measures oral language competency
GATES-MacGINITIS	1-12	English	Measures reading comprehension and vocabulary development
GINN READING TEST	3-12	English	Measures reading comprehension
IDEA (Individualized Developmental English Activities Placement Test)	K-12	English/Spanish/Portuguese	Measures oral language proficiency
ITBS (Iowa Test of Basic Skills)	K-9	English	Measures basic skills achievement (reading and mathematics)
LAB (Language Assessment Battery)	K-12	English	Measures reading, writing, listening and speaking, and comprehension skills
LANGUAGE ASSESSMENT MANAGEMENT SYSTEM	1-9	English	Measures language proficiency and placement

Continued, next page

TABLE 3--Continued

Test	Grade	Language	Purpose
LAS (Language Assessment Scale)	K-12	English	Measures oral language proficiency
MacMILLIAN TEST (READING)	K-8	English	Measures reading achievement and competency
METROPOLITAN ACHIEVEMENT TEST	K-12	English	Measures achievement in basic skills
NELSON-DENNY READING TEST	9-12 (Adult)	English	Measures reading achievement
PAL-TEST (Primary Acquisition of Language)	K-6	English	Measures oral language proficiency
SAT (Stanford Achievement Test Series)	1-9	English	Measures achievement in basic skills
SCORE TEST	1-Adult	English	Criteria reference test
SCOTT FORESMAN ACHIEVEMENT SERIES (Name changed to "American Testronics Achievement Series")	Pre-K-12	English	Measures basic skills achievement

TABLE 3--Continued

Test	Grade	Language	Purpose
SDOA (San Diego Observation Assessment)	K-12	Spanish	Measures oral language proficiency
SPLIT (Shutt Primary Language Indicator Test)	K-12	English	Measures language proficiency and dominance
SOLOM (Student Oral Language Observation Measure)	K-12	Any Language	Measures language proficiency
SPOLSKY	K-12	English/Spanish	Measures oral language proficiency and dominance
SRA ACHIEVEMENT BATTERY (Science Research Associates)	K-12	English	Measures basic skills achievement
STANFORD DIAGNOSTIC READING TEST	1-12	English	Measures reading achievement and comprehension
TAP (Test of Achievement and Proficiency)	9-12	English	Measures basic skills achievement

TABLE 3--Continued

Test	Grade	Language	Purpose
TOBE (Test of Basic Experiences)	Pre-K-1	English/Spanish	Determines concept and application ability for early childhood learn- ing
WRAT (Wide Range Achievement Test)	K-Adult	English	Measures achievement of reading, spelling, and mathematics
WOODCOCK READING MASTERY TEST	K-12	English	Measures reading comprehension and achievement

understanding of our cultural diversity. However, just as linguistical diversity impedes the progress of language development (phonetics versus non-phonetics), so does unicultural dominance. The author illustrates, through his observations, that first-grade students discovered language and cultural diversity through their bilingual program. This program enhanced the understanding of multiculturalism and dispelled the parochial limitation of cultural supremacy.

All classrooms serve as agents of culture in our society with the primal basis of culture being language. Bilingual classes emphasize the teaching of multiculturalism to enhance their affective needs. The cultural aspect of newcomers being exposed to a more diverse culture has prompted bilingual programs to insist that multiculturalism be present in the curriculum. The enhancing of culture as dominant language development incorporates values of our society in the effort to prepare our students holistically.

In the town of Desert Basin, Arizona, English and Spanish are the two major spoken languages. Yet, within Spanish, there exists regional dialects that manifest a linguistical heterogeneous setting. The evaluation of language was evident in Desert Basin's commercial sector, as illustrated by the author, who observed a customer speaking in Spanish to a salesperson, who, in turn, was responding in English. Likewise, a sense of linguistical hierarchy exists among the Spanish-speaking population, and the skilled speakers chastise less proficient Spanish-speaking students as being uneducated and unsophisticated (a common stereotype).

Summary. Having an understanding of cultural and linguistical diversity is pertinent for a successful bilingual program. However, what is often not identified in assuring a proper curriculum are the dynamics involved in attitudes and values of the power structure. The need for additional community involvement was evident in the Desert Basic School District bilingual program which lacked sensitivity to linguistical and cultural diversity. The success of programs depends on a curriculum which encompasses culture, language, and community involvement.

Study 5: "Affective Considerations in Bilingual Education Problems and Solutions"

In the research study, "Affective Considerations in Bilingual Education Problems and Solutions," Helen D. Amoriggi and Deborah J. Gefteas (1981) focus on the affective domain of limited English proficient children and the impact it has on their studies. The following categories were identified as paramount elements which affect the bilingual students in their emotional growth and self-concept development.

Understanding Cultural Diversity. The diversity of our multicultural society plays a significant role in the overall development of bilingual students. Too often, this diversity conflicts among cultures whose value systems differ and foster cultural disadvantages. This situation must be addressed by cultural understanding gained through interaction in a stressless manner. The defusing of cultural conflicts is the process of cultural understanding. This curriculum diversification is necessary for students in bilingual programs and in

the non-bilingual setting. Research and empirical observations have demonstrated that affective domain has a significant impact on the cognitive element of learning. Basically, students who feel good about themselves and their cultural background, and who understand the diversity in our multicultural society, have the tools to produce cognitively in a stressless environment.

Teacher and Staff Attitudes. Researcher Raymond C. Risk (1970) and others clearly indicate that teacher attitudes are the most influential determinant of student achievement. Teacher attitudes affect the self-concept of students and influence their academic work. Teachers' own persuasions and inhibitions are reflected on their students who perceive these attitudes. A negative feeling by the teacher toward students with accents or limited English proficient students who are still in the stage of decoding affects students' learning growth. Therefore, the teacher's role and teacher attitudes must be monitored to assure a positive learning environment. A change in attitudes must be addressed via a planned process which reinforces positive teacher-student outlook. This teacher training process must incorporate individuality, cognitive learning styles, multicultural understanding, and insights toward fostering a positive educational environment.

Affective Development in the Classroom. The self-concept of linguistical minority students is affected by their perception of themselves by others. Too often, negative attitudes toward linguistical minority students are demonstrated in classrooms either consciously or unconsciously. The need to remain sensitive to linguistical

minority students in a classroom setting is imperative for a teacher to foster the best learning environment. In essence, it is paramount to demonstrate respect toward the linguistical culture of language minority students as well as to recognize their individuality. Teachers can foster affective development in the classroom by being cognitive of their students' cultural and linguistical diversity. This awareness would also be reinforced by having an understanding of our multicultural society and incorporating it in the curriculum. Knowing the students' self-concept, the teacher can enhance a more positive environment and foster the students' attitude toward learning.

Parent and Community Involvement. Both the school and the home environment play major roles in the development of a child's education. To divorce these two elements would inhibit the student's growth. Likewise, a deficiency in any of these factors would be reflected in cognitive as well as affective student development. In an effort to foster the home/school marriage, strategies must be developed. A genuine interest must initially break the normal barriers. These barriers include attitudes--social/cultural and linguistical. Basically, parents and the community need to feel they are welcome to their children's school.

To develop this strategy of a home/school partnership, it is imperative that the staff understand the need and value of parental involvement. Likewise, parents must be made cognizant of their important role in the education of their children. These two elements would prepare the way for a successful relationship. To forge these two groups into a cohesive unit of education is the goal of educators.

Study 6: "Hablamos Los Dos--We Speak Both:
Growing Up Bilingual in El Barrio"

In the research study, "Hablamos Los Dos--We Speak Both: Growing Up Bilingual in El Barrio," Ana Celia Zentella (1982) examines the code-switching of bilingual Puerto Rican children in New York City. The interchange of Spanish and English within the same sentences is often called "spanglish." The linguistical interpretation of its proficiency will vary from verbal deprivation to deficiency. Yet the use of language code-switching does not conclusively mean a person is deficient, as this author has shown that the majority of subjects studied knew the words in both languages. The use of intrasentential code-switching was simply a habit of linguistical familiarity. The link between situation, individual knowledge, and community are factors which contribute to code-switching. The level of proficiency contributes to the use of code-switching and dominates language usage in a dialogue. Ethnographic data of the target community demonstrated a fostering of "spanglish" in their social network. This contrast between code-switching and classroom language usage contributes to minority language student failures. The pedagogical concern which emerges from code-switching has prompted the need for a better understanding of this ability or deprivation. However, what alarms the educational community is the failure rate among Puerto Rican children in the United States, which is higher than that of other minorities. It is understood that the impact of code-switching is a factor in language development and warrants more research to improve the pedagogical method for these students. The social/communal element must

be understood and respected to enhance the academic component of language development. Both linguistical and affective domains interchange in the language development process of a code-switch.

Study 7: "Political Expedience of Educational Research: An Analysis of Baker and DeKanter's Review of the Literature of Bilingual Education"

The research report, "Political Expedience of Educational Research: An Analysis of Baker and DeKanter's Review of the Literature of Bilingual Education," was authored by Stanley S. Seidner (1983). At the initial issuance of the controversial Baker-DeKanter Report (1981), Seidner (1983) obtained a copy and proceeded to study its validity. This analysis reviews the scientific tenets which were used in the Baker-DeKanter Report with particular attention given to the method and conclusion.

The following findings were determined in Seidner's (1983) study:

- (1) The Baker-DeKanter Report's definitions of Transitional Bilingual Education, ESL, Structured Immersion, and Submersion were vague and arbitrary in their use of these terms. The interpretation of these definitions were misrepresented in the interpreted domain. The most salient was Structured Immersion, which was used as a submersion example of success. The report essentially failed to properly identify and interpolate their definitions.

- (2) Baker and DeKanter are accused of misqualifying primary studies by selective interpretation and inferences in the study. An example was the classification of the native language instructional component in a study as being interrelated with transitional bilingual education. This exploration of segments in a study and making conclusions calls into question the contexture of the study.
- (3) The Baker-DeKanter Report was based on 28 studies which were selected from among 300 other studies. Criteria used in their selection were rigorous yet represented a secondary study which projects flaws in producing a valid primary study.
- (4) The report commission and publication had political overtones. Its political impact was evident by the outcry of elected officials who were seeking to eliminate bilingual education. Opponents of bilingual education used the report to support their effort to do away with the Title VII Program. Data suggest that Baker and DeKanter were biased before going into the research and were influenced by officials who had expounded their opposition to bilingual education.

Critique. This study was a critical review of a controversial research paper which suggested a mortal blow be cast on bilingual education. The sharp, rigorous scrutiny and analysis were designed to

discredit a questionable study which alarmed bilingual educators throughout the United States. The need of this study was paramount in stemming the tide against bilingual education. However, critical needs in bilingual education must be addressed. The effectiveness of bilingual education and the methodological approaches need to be more thoroughly examined. Although the paucity of research still exists in pro-bilingual education, it is evident that a pure and consistent method in effective bilingual education will not emerge. Various methods have demonstrated success yet vary in approaches. Nevertheless, the use of two languages (L-1 and L-2) far exceeds the submersion method of "sink or swim."

To suggest that the data collected in the Baker-DeKanter Report did not contain any validity would be incorrect. The report did point to flaws which exist in bilingual program test results, which indicates deficiencies in the targeted student population. The defensive posture taken by the bilingual education proponents was justified; however, in their response, they have not fully addressed the flaws identified in the report. Nevertheless, it can be concluded that improvement needed within bilingual programs is evident and must be addressed. The Baker-DeKanter Report did serve its purpose as a critical paper against bilingual education, but it should also be used by the bilingual community as a warning and motivator for improvement.

Study 8: "The Louis D. Brandeis High School
Bilingual Program (Technical Report 02-81):
Success in Bilingual Education Programs"

This research study, "The Louis D. Brandeis High School Bilingual Program (Technical Report 02-81): Success in Bilingual Education Programs," was authored by Desdemona Cardoza (1981). The study was a basic review of the Louis D. Brandeis High School (New York City) bilingual program, which served as a model for secondary school bilingual programs.

Brandeis High School is a comprehensive 9-12 grade school with a population of approximately 3,500 students of which 900 were classified limited English proficient (LEP). They use a leveling approach to English language development in their ESL component, varying according to proficiency levels. Class sizes do not exceed 25 per unit, with a first semester ESL student receiving 74-minute, daily ESL instruction.

All LEP students are from Spanish-speaking backgrounds with various degrees of Spanish fluency. To address this element, the curriculum includes several Spanish competency courses which incorporate grammar to literature based on their level of competency. Each LEP student is enrolled in one of these courses and receives individualized assistance from the paraprofessional personnel funded through federal grants (Chapter I, Title VII).

In an effort to meet state requirements for graduation, the school basically runs a parallel curriculum in Spanish to assure conceptual development while enhancing English language skills.

The area of culture plays an interesting role in the curriculum. Both students' cultures, Hispanic and United States, are taught with an emphasis on our pluralistic society.

Selection, Placement, and Exit from the Bilingual Program. Students are classified limited English proficient using the following criteria:

- (1) New arrivals to the United States from non-English-speaking countries;
- (2) Students are interviewed by grade advisors to observe oral language skills;
- (3) Review of past school records from country of origin;
- (4) The administration of a Language Assessment Battery (LAB) Test;
- (5) Students who score below district cut-off for English language proficiency and language dominance level.

Students are placed into the appropriate classes according to level of proficiency in both Spanish and English. This method allows for individualized programming of students. The flexibility in this structure would allow for advanced placement. The average time spent in the bilingual program by a LEP student is two to three years. The exiting is determined by a review of students' language proficiency via a Language Assessment Battery (LAB) Test, interviews, and class grades.

Parental Involvement. Parent involvement is an important element in the success of Brandeis High School's bilingual program. The following activities were implemented to assure parent involvement:

- (1) Monthly meetings of the Parent Advisory Council;
- (2) General parent orientation meetings twice a year;
- (3) Parent-teacher nights to allow for information exchange;
- (4) Intercultural activities in which parents are invited;
- (5) Monthly newsletters;
- (6) Adult education courses in ESL and GED.

Study 9: Parental Involvement in Bilingual Education

The role of parent involvement in education is the key to the success of children's education. This statement also applies unequivocally to children in bilingual education programs. Recognition of its value in bilingual education can be found in the legislative mandates both in Federal (Title VII) and State enactments (New Jersey State Department of Education, 1981).

The Title VII Act specifies the need for parental involvement as an intricate element of bilingual education. It mandates the promulgation of a Local Education Agency's (LEA) intention to file for a grant in an effort to assure parental and community input. Upon receiving a grant, the school, according to Title VII regulations, is required to form a Parent/Community Advisory Council. The thrust

of this effort is to maintain a line of communication with the parents/community in planning curriculum.

In the Title VII program regulations, parents have been given more input and control over student participation than the New Jersey Bilingual Education Act. Title VII provides the parents with the right to withdraw their children from the program. This situation has occurred throughout the states; however, the New Jersey Act prohibits this flexibility, especially if the Title VII program is supplementing an existing state program.

Although this conflict between Title VII and the New Jersey Act presently exists, the intent of parental input is clear in both. The Title VII provision is designed to foster and assure parent input in bilingual education. Since the inception of Title VII ESEA in 1968, parental involvement has always been mandated as part of the regulations.

The New Jersey State Parent Involvement Issue (An Analysis of Parent Involvement in Bilingual Education in New Jersey). Keeping in line with both Federal legislation and other State bilingual laws, New Jersey in 1976 adopted a bilingual law which also mandated parental involvement. This element included the forming of Parent Advisory Councils, as well as the involvement of parents in planning. However, the issue which has caused controversy in bilingual education and parent involvement has been that of parent limitation in choice of program participation.

The classification of limited English proficient (LEP) students is clear in the law:

- (a) Language Proficiency Test (LAB)--to determine English language proficiency;
- (b) Teacher Observation--to determine students' socio-linguistic ability;
- (c) Native Language--to determine the students' first language learned at home.

This process is completed at the Local Education Agency (LEA) level, and students are then classified. Upon classification, parents must be notified by the appropriate LEA staff. The choice is not given to the parents, who must abide by the ruling, which limits their rights over the child's role in bilingual education. The following is a legal opinion currently governing the New Jersey Bilingual Education Act and parental choice. The opinion of the Attorney General states in its summation:

For all of the reasons stated herein, you are advised that parents or guardians of public school pupils eligible for Bilingual or ESL services may not require a school district to obtain their prior consent before initiation of Bilingual services for their eligible children, nor may they unilaterally withdraw their eligible children from such services or programs once initiated. Of course, this does not restrict the ability of parents or guardians to challenge the determination of school district officials concerning their children's classification as in need of Bilingual services in an appropriate formal or informal administrative manner. (New Jersey State Department of Education, 1981, p. 4)

The regulation and opinion has drawn much criticism at the LEA level both from parents and school districts. The controversy arises when parents' rights are limited by a provision which is designed to protect the rights of LEP students. The State Attorney General's opinion has stood as fact from 1980 to the present.

Critique. The issue of student rights over parental rights breaches the role of parents in education. However, this provision, based on empirical observation, has assisted LEAs to properly place limited English proficient students in need of bilingual services. The dynamics of parental involvement often leaves an element of insecurity for many parents. To some, this leaves a xenophobic reaction which they incorporate into their argument against bilingual education. Based on firsthand experience, the author has confronted the following situations:

- (1) Parents against bilingual education arguing it does not teach English. "I will teach my child Spanish at home. I want them to learn English." This perspective is based on a misunderstanding of the bilingual education curriculum (especially transitional bilingual education). In general, it can be clarified through a parent orientation session or workshop geared to informing parents.
- (2) Administrative school personnel interference. This situation arises when administrators, regular classroom teachers, or other school personnel advise parents against bilingual education for various reasons, including:
 - a) "Your child speaks enough English; he/she does not need bilingual education."
 - b) "Your child will never learn English in the bilingual program."

- c) The decision to balance classes and appease non-bilingual personnel plays a role administratively.
 - d) The administration/coordinator of bilingual programs at times contributed to the movement of LEP students within and/or outside the district. The movement of children can trigger parents against bilingual programs. This factor is a valid concern for parents; however, parents' inconvenience is a poor excuse for not providing a proper education.
- (3) Uncertified or improperly certified teachers placed in bilingual programs tend to enhance the parents' argument against their children's participation. This outcome was evident when the New Jersey Department of Education announced in September of 1985 that there were 400 bilingual teachers who were not properly certified. However, the growing need for bilingual teachers warrants the use of teachers who are in the process of obtaining a bilingual certificate.

(Please note that the researcher of this doctoral dissertation does not support teachers who are monolingual/limited English or Spanish teachers to pass as bilingual instructors. These teachers can be used effectively in a team teaching approach or when the subjects are taught in their dominant language.)

Summary. The researcher supports the strength of the child's right over the parents based on previously listed arguments. To assure an equal educational opportunity for limited English proficient students, pedagogically, bilingual education seems to be the most effective method. Although parents are legally responsible for their children's upbringing, factors such as psychological complexes tend to shroud the children's best interest. Too often, in confrontation with parents of limited English proficient classified students, parents discount the effectiveness and value of bilingual education. However, through parental involvement, parents as partners in bilingual education and/or as advocates for bilingual education, the pedagogical reasoning for bilingual education prevails over non-limited education reasoning.

Bilingual Education Models and Designs

Bilingual education has a variety of approaches which are used in teaching limited English proficient students. Effectiveness will vary according to the number of eligible students in a district, the grade levels of identified students, the educational background of students, and funding through district commitment. However, as defined earlier, bilingual education includes the use of two languages, one of which is English. This factor is important to avoid the perception that ESL only can be called bilingual education (Cohen, 1979).

The following models and designs represent some of the more commonly used approaches in the United States. It should be noted

that in the following models, limited English proficient students are integrated with mono-English-speaking classes for art, music, and physical education.

Transitional Model

The transitional bilingual education program is the most commonly used approach. It is designed to provide instruction in two languages, English and native, in a systematic fashion (see Figure 1). Skills are developed first in the dominant language of the students and then transferred to English. The goal is to facilitate a functioning bilingual student after an average of three or four years. The time to accomplish this goal will vary according to ability and other school factors. The students receive a full curriculum which is parallel to the monolingual English class. In addition, the bilingual curriculum also includes a formal class of ESL as a subject area.

Maintenance Model

The Maintenance Model represents the most costly and the most desirable approach to language development. It is the most costly because it represents a continuation of bilingual education beyond the point of English proficiency. Students who start off as limited English proficient and gain English proficiency continue receiving native language instruction as well as English. A student can begin in Kindergarten and proceed through the twelfth grade in a bilingual curriculum.

The benefit of this approach is the facilitating of a functionally proficient student who can cope in either linguistical or cultural

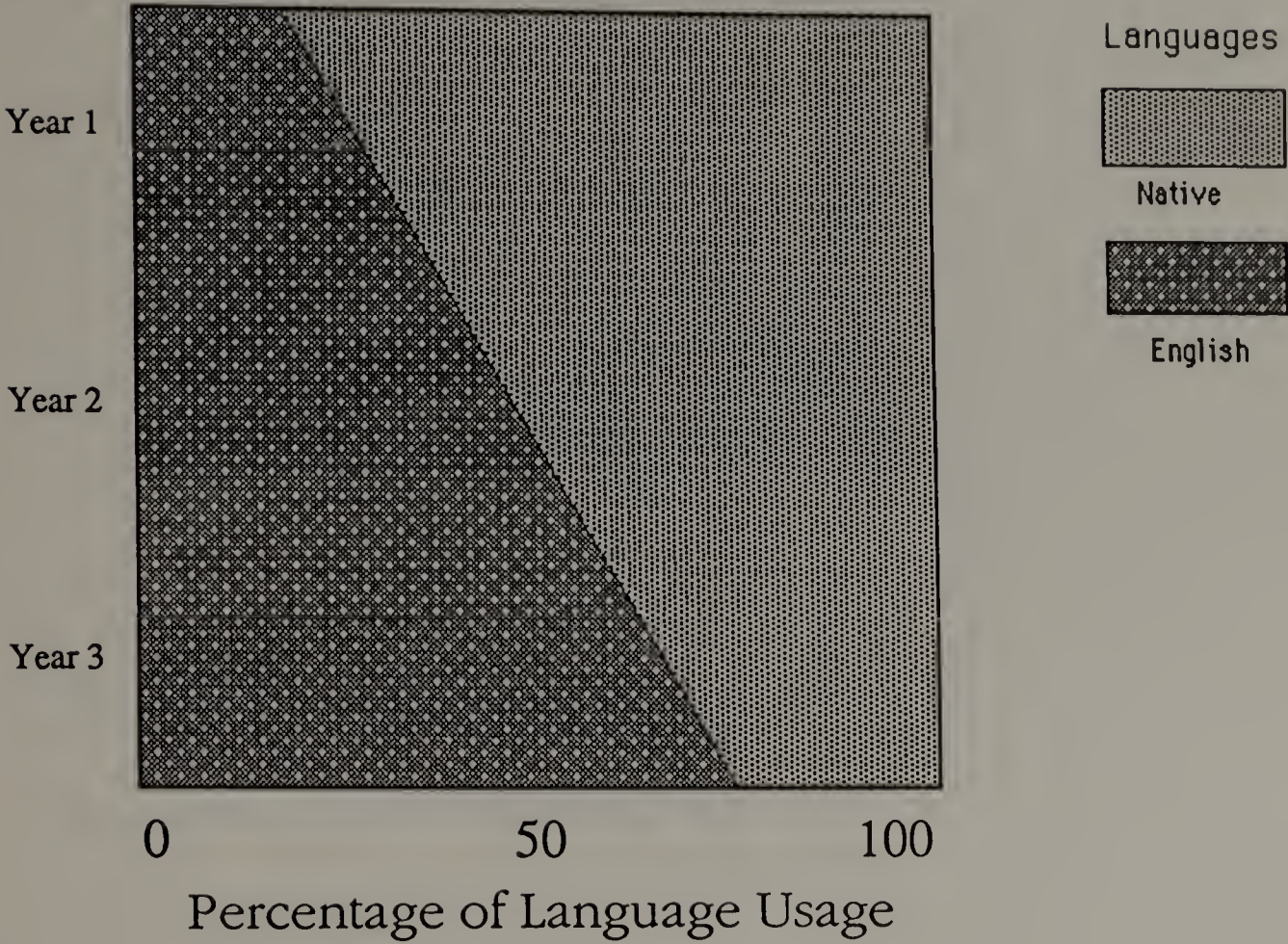


Figure 1. Transitional Model

society without any limitation. The transitional bilingual child will, in time (depending on age and grade level), lose proficiency in his or her native language due to lack of or limited formal academic exposure to the native language.

The maintenance curriculum will vary according to grade and language proficiency. The first three years are similar to transitional bilingual education. Students are made functionally bilingual at which point they are given the option to continue and enter the program's maintenance phase or exit to the monolingual English classes. This approach also allows those students who have linguistical difficulty to stay abreast of both languages until exit.

Maintenance bilingual programs should be the goal of all bilingual educators because of the value and enrichment it provides our multicultural society.

Immersion Model

The Immersion Model (see Figure 2) has received some extensive attention from bilingual program adversaries because of their misconception. The dilemma begins with the erroneous interchange of the submersion and immersion programs as one and the same. To begin, submersion is defined as the placing of limited English proficient students in a total English class environment with no special language development services. This can be called the "sink or swim" method. The confusion comes when the immersion program is defined. The immersion program, which was made popular in French Canada, has three phases:

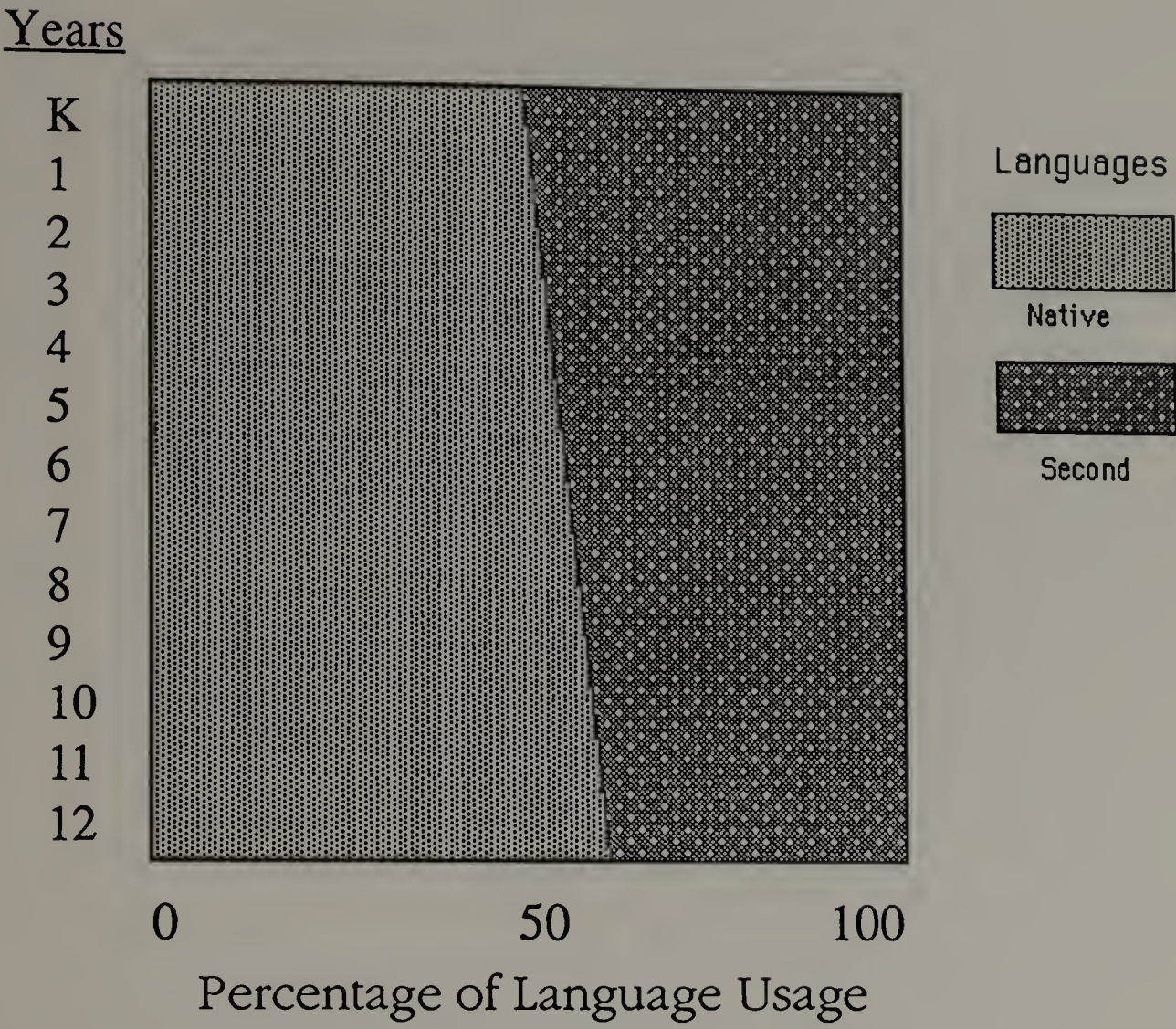


Figure 2. Immersion Model

- (1) Immersion Phase: Students (Kindergarten to Grade 3) are taught in the second language totally. Students may ask questions in the native language but teachers answer in the second language. (Teacher must be bilingual.) The second language is the sole medium of instruction.
- (2) Bilingual Phase: This phase consists of both native language and second language instruction (Grade 3 to end of elementary school).
- (3) Maintenance Phase: Subjects (secondary level) are taught in both languages. The students have an option of language and subject with mandatory language variation.

Critique. The French Canadians' use of this method was very successful with their population. However, bilingual adversaries in the United States have attempted to utilize Phase 1 only as their reasoning against the use of two languages. Their approach is basically Submersion and not Immersion.

Two-Way Model

The Two-Way Model incorporates limited English proficient students and English proficient students in one class. The class is taught using a team teaching approach where students remain in a self-contained classroom receiving instruction in two languages provided by two teachers, of whom at least one is bilingual. Using this approach, monolingual English-speaking students can learn the second language

from both instructors and limited English proficient students. Likewise, the limited English proficient students enhance their English skills using the same process. The Two-Way Model projects the linguistic value of limited English proficient students who have command of their native language. This peer influence process both enhances the learning of English and non-English dialects of students present in class. It can serve as a model for districts which have a limited number of limited English proficient students and/or districts which are interested in foreign language learning for elementary grades. This approach can dovetail with the Transitional Model or Maintenance Model.

Alternative Designs

Several alternative designs (Castellanos & Leggio, 1983) are presented.

Port-of-Entry. This model is designed to address the needs of limited English proficient students who are recent entries in this country. The concept provides these students with basic and linguistic orientation of their newly-entered culture. The services are provided in a resource/magnet center with instruction in the student's native language and ESL.

Students are also administered a language proficiency test and a diagnostic basic skills placement test. Students remain as part of the center until such time as it is necessary for them to enter the regular bilingual class.

Levelized Program. This design encompasses the placing of limited English proficient students in the bilingual program according to level of language proficiency. The concept is applicable when there are two or more bilingual classes in the same grade level, i.e., two sections of first grade bilingual. This allows for a better homogeneous linguistical placement. Based upon the proficiency level of the class, students are instructed in primarily their native language and English or primarily in English.

Basic Skills Component. This approach is used mainly by school districts whose number and grade level of its limited English proficient students preclude them financially from providing a full self-contained bilingual program. The design is based on limited English proficient students in the mainstream who are pull-out for bilingual services. These services must include bilingual instruction in reading and mathematics. This instruction is provided on a daily basis with a minimum of three periods. In an effort to assume proper reporting of progress, the bilingual/ESL teacher(s) are responsible for grading the limited English proficient students' progress in subjects taught in the basic skills component.

Secondary School Alternatives. Two secondary school alternatives include the following:

- (a) Departmentalized Program. Students receive instruction in the content areas by bilingual teachers. They are taught using the various bilingual approaches (mathematics, science, social studies). The content area courses taught also include ESL. This model is

considered the most effective for limited English proficient secondary school students.

- (b) Bilingual Tutorial. Students are scheduled into an ESL class, one bilingual course, and at least one period daily into the bilingual tutorial resource center where he/she receives individual assistance by a bilingual teacher who reviews the content area courses with students. The bilingual tutorial resource center teacher must collaborate with non-bilingual content area course instructors on subjects covered in an effort to maximize effectiveness of assistance provided to limited English proficient students.

Literature Update

Introduction

This section is a review of literature from 1987 to the present addressing issues affecting bilingual education in the United States. It is designed to facilitate the reader with contemporary thought on bilingual education and examine the trends affecting its future. In addition, two other categories are presented, including a review of the New Jersey State Department of Education policy question and guideline for exiting bilingual/ESL students, and a summary of a research paper prepared by the Educational Assessment Center West at the University of New Mexico on the Title VII programs entry/exit criteria.

Current Trends

For the past forty years, the Hispanic community in the United States has been the fastest growing immigrant/migrant population. Hispanics currently comprise the greatest number of language minority residents. By the year 2000, Hispanics will become 10 percent of the population in the United States and also the majority in several southwestern states. The current Hispanic school-age children comprise 3.6 million with the highest dropout rate in the country.

Further statistics support the fact that within ten years, language minority children will become the majority in public schools. This cultural diversity in our schools makes it imperative for a curriculum which can develop strategies to meet their needs. This can be accomplished with a culturally sensitive curriculum taught by equally sensitive teachers.

The bilingual curriculum will be playing an important role to meet the needs of this large Hispanic population. An important element in the bilingual program objectives should include the stipulation that all limited English proficient students must leave the program knowing the English language at both a social and academic level. This tenet should also incorporate the philosophy that limited English proficient students who are proficient in the native language can learn English more readily. The teaching of the student's native language is attributed not only to the academic needs but also to the effective domain (Johnson, 1988).

Family values is an important concept in the formula of a successful curriculum. This idea is supported by the fact that school learning

is most likely to occur when family values reinforce school expectation. The role of parents in bilingual education is an important component in effective education. However, the elicitation of parent involvement and their acceptance in the decision-making process must be fully embraced by school systems for an effective home/school curriculum. Basically, the bilingual teacher has been identified as the person who can have the greatest impact on parent involvement (Nieto, 1987). The effort of a successful home/school curriculum can be realized through inservice training of teachers, administrators, and parents to develop a strong educational bridge for the student's success.

A successful evaluation of bilingual education must include the observation of the former limited English proficient students in the mainstream. Thus, the issue of exit criteria is one that is important to the overall success of the mainstream student. The use of multiple variables for exiting limited English proficient students from the bilingual program is strongly advocated. In the Spring issue of the National Association of Bilingual Educators Journal (1986), a study based in an urban district in Southern California suggested that primary language achievement as well as instructional levels are variables which contribute to the identification of English proficiency. The use of only English proficiency measures limits the ability to identify, in a more comprehensive manner, the levels of competency. The variables included for reclassification were primary language achievement, oral English/reading achievement, time in program, and teacher judgment. These variables have been used in the

New Jersey bilingual program until recently when the regulations were changed to a single criterion. A more in-depth review of this issue will follow.

An important issue which has had an impact on bilingual education has been the move for "English Only." This movement as well as a second group called "Official English" are designed to eradicate the growing movement toward bilingual education (Stalker, 1988). Their advocacy includes the use of English only on all official papers, laws, or programs promulgated via tax dollars. This policy, in essence, would limit greatly communication of a language other than English. The impact on bilingual education is one which can dwarf the bilingual efforts and achievements accomplished to date.

The consequences of "English Only" are far-reaching as suggested by the movement which is designed to erode the emerging political power of the language minority group and civil rights, fostering government interference in private activities and free commerce. An organization has also been formed to consider "English Only" called "English Plus Information Clearing House" (EPIC). They advance the idea that all members of our society should have access to effective programs to ensure English language proficiency plus proficiency in a second language or multiple languages (Sundberg, 1988).

The issue of "English Only" versus the right to be multilingual has social, educational, economic, and political ramifications. The future of bilingual education in the United States is certain to include a continual debate on its existence. However, the research on its effectiveness is increasing as more educators examine pedagogically

the impact of all aspects in bilingual education. Bilingual educators must advance bilingual education into the future (Bowman, 1989).

Review of New Jersey State Department of
Education Policy Question and Guideline
for Exiting Bilingual/ESL Students

In a review of the New Jersey State Department of Education policy question and guideline for exiting bilingual/ESL students, the following subjects are examined: entry level criteria; exiting students from bilingual/ESL programs; administrative code; and policy change from "multiple criteria to a single criterion."

Entry Level Criteria. Entry level criteria include the following:

- (a) All Local Education Agencies (LEAs) are required to identify students whose native language is other than English via a survey completed by either parent or school personnel. This survey must determine a student's native language, which is defined as "the language first acquired by the pupil; the language most often spoken by the pupil; or the language most often spoken in the pupil's home, regardless of the language spoken by the pupil" (New Jersey State Department of Education, Administrative Code, Section 5, pp. 31-1.1).
- (b) All students with a native language other than English must be assessed to determine if they are limited English proficient. These students are

administered an English language proficiency test approved by the State Education Agency (SEA), in most cases the Language Assessment Battery (LAB) test. The only exception to the administration of a language proficiency test would be in the case of those students who have scored above the district's reading norms, as measured by standardized tests, and do not demonstrate an oral language deficiency observable in listening and speaking.

- (c) The English language proficiency test administered in New Jersey is the LAB test or other language proficiency tests previously approved by the State Education Agency which examines listening, speaking, reading, and writing. The State Education Agency has established state norms (via a statewide study) which is used as cut-offs in determining limited English proficient students.
- (d) Students who fall below the state cut-off in the LAB test are classified limited English proficient and placed in bilingual education or ESL programs according to the district's approved plan.

Exiting Students From Bilingual/ESL Programs. All Local Education Agencies have the right to determine their exit criteria using the State Education Agency's guidelines. These guidelines include:

- (a) Parent notification of student exiting bilingual/ESL programs;

- (b) English language proficiency test score;
- (c) Documentation of the student's academic success in English;
- (d) Students should be at or above district norm for their grade level as determined by a standardized test;
- (e) Teacher recommendations of the student's readiness for the mainstream;
- (f) Documentation which can support the student's readiness for the mainstream must be collected;
- (g) Local Education Agencies are recommended to monitor pupil progress in the mainstream.

Administrative Code: Re-Exiting Criteria. The administrative code defines exit criteria as "the criterion which must be considered before a pupil may be terminated or exited from a bilingual program. The criterion is the English language proficiency test score."

This administrative code definition was adopted on November 4, 1987, with an effective date of December 21, 1987 through January 24, 1990. However, on March 10, 1988, the Appellate Division of the Superior Court of New Jersey granted a stay at the request of appellants. This stay basically allowed Local Education Agencies to continue using multiple criteria as previously outlined in "Exiting Students From Bilingual/ESL Programs" (above) instead of with a single criterion as stated in "Administrative Code: Re-Exiting Criteria" (above).

Policy Change From Multiple Criteria to a Single Criterion.

The administrative code change to a single criterion mandates the use of a language proficiency test result only. This language proficiency test, however, must measure speaking, listening, reading, and writing skills.

To review this policy change and its impact, the following subjects are examined: State Education Agency Rationale for Change; Opposition to Change: Local Education Agency and Others; and Court Case Against Change: Department of Public Advocate and Petitioners.

1. State Education Agency Rationale for Change. The State Education Agency rationale for change includes the following:

- a) The State Education Agency is interested in creating a uniform exit procedure in the state providing for consistency among Local Education Agencies.
- b) It makes both identification of a limited English proficient student as well as the declassification of a limited English proficient student consistent.
- c) It eliminates discretionary criteria and uses a more uniform criterion.
- d) It defines both entry and exit criteria based on the language proficiency test.
- e) It helps declassified limited English proficient students enter into the mainstream as soon as possible.

- f) Students who pass the Language Proficiency Test, but are still below the state basic skills standard, will receive supplemental assistance in the mainstream.

2. Opposition to Change: Local Education Agency and Others.

Prior to adoption of the single criterion by the State Education Agency, public input was obtained. The data for the following summary outline were derived from a report developed by the State Education Agency in responding to the opposition. The presenters ranged from local community organization group representatives, educators, representatives of the New Jersey Teachers of English as a Second Language/Bilingual Education, a Board of Education member of a Local Education Agency, a representative of the State Department of the Public Advocate, and representatives from two private research associations. The following is a summary outline of their testimony:

- a) Premature exiting will result in academic failure via misclassification of students.
- b) Standards are lowered for limited English proficient students.
- c) They are opposed to limited English proficient students being exited from bilingual programs to remedial classes.
- d) The Language Proficient Test does not demonstrate or measure students' ability to master subject matter in English.

- e) Exiting multiple criteria allow for better placement decisions.
- f) Only 15 percent of limited English proficient students as identified by the State Education Agency require a continued service beyond three years. These 15 percent are limited English proficient students in need of additional years or special services.
- g) The question of reliability is raised when one uses a single criterion. Professional groups do not support this concept because it cannot be verified through research.
- h) Reliance on one criterion is open to legal challenge.
- i) The single criterion would eliminate teacher judgment, one of the most effective criteria in educational success.
- j) The Language Assessment Battery (LAB) Test does not adequately evaluate speaking skills, reading, and language arts.
- k) The representative from the State Department of the Public Advocate cited several court cases which refute the use of a single criterion because "a state agency must examine data and develop a strong rationale for a proposed rule change" (Motor Vehicle

Manufacturers Association vs. State Farm
Mutual Insurance Company, 1983).

3. Legal Challenge. One court case against change included the following: Alfred A. Slocum, Public Advocate of New Jersey (Appellant) vs. New Jersey Board of Education; Saul Cooperman, Commissioner of Education, and Secretary, State Board of Education (Respondents).

On November 14, 1988, the Office of the State Advocate filed a civic action on appeal from a decision of the State Board of Education and Commissioner of Education adopting amendments to the Bilingual Education Law of New Jersey. The following is a summary of their brief (Office of the Attorney General, State of New Jersey, Superior Court of New Jersey, Appellate Division, 1988):

A. Point I: The failure to provide adequate notice and opportunity to comment on the reasons and factual data supporting the change from multiple exit criteria to a single exit criterion violated the Administrative Procedures Act and principles of fundamental fairness in administrative proceedings.

The Public Advocate contended that the technical, educational, and legal justifications are not at all apparent in their impact on educational opportunity for 36,000 limited English proficient students in New Jersey. This case further demonstrates the fact that adequate notice and consideration are required under the Administrative Procedure Act

and were not followed. Specifically, the State Education Agency failed to provide (1) the proper notice of proposed action to the public as required under the law N.J.S.A. 52:14B-4, and (2) a summary of its rationale supporting the proposal at the beginning of the hearing.

- B. Point II: The respondents violated established principles of administrative law by not providing reasons or supporting data sufficient to justify the recision of the longstanding multiple exit criteria. The appellant contended that the State Education Agency failed to demonstrate that its decision to change the regulation was a reasonable exercise of the State Education Agency's well-informed judgment. Furthermore, the respondents are required to provide a rational explanation to justify changing the existing regulation. The State Education Agency, in response to the Public Advocate, issued a position paper refuting the appellant's contentions. The following is a summary of their response (Office of the Attorney General, State of New Jersey, Superior Court of New Jersey, Appellate Division, 1988):

- 1) The Department of Education disagrees that implementation of a single exit criterion would violate the legislative intent of

New Jersey's Bilingual Education Act. The process used in identifying limited English proficient students is a Language Proficiency Test. The State Education Agency contends that to make the entry and exit process congruent, the State Education Agency had to use the Language Proficient Test for both.

- 2) The Department of Education disagrees that a single exit criterion is inadequate to assess the ability of students to compete within the monolingual program. The data cited in testimony did not "persuasively demonstrate" that the policy change would be harmful to limited English proficient students. Research cited was not specifically related to the policy question, and the research also lacked direct correlation to the transitional bilingual education practiced in New Jersey.
- 3) The Department of Education disagrees that opposition by the Bilingual Advisory Committee precludes the department from making the proposed change. The New Jersey State Advisory Committee on Bilingual Education is not a decision-making body. The State Education Agency has met their responsibility to review and seek opinion from the Advisory

Committee by: (a) The Advisory Committee met with the Commissioner of Education and his staff on three different occasions; (b) Written comments were submitted by the Advisory Committee to the State Education Agency; and (c) The State Education Agency, after careful consideration of the Advisory Committee's comments, decided to proceed with the proposed change.

- 4) The Department of Education has not failed to make public the rationale for and the research supporting the proposed change. The New Jersey State Advisory Committee on Bilingual Education is not a decision-making body. The State Education Agency introduced the criterion change based on the following: (a) Limited English proficient students should be integrated into the mainstream as soon as possible; (b) The English Language Proficiency Test should be consistent in both entry and exit criteria; and (c) Limited English proficient students who are identified as ready for the mainstream by passing the Language Proficiency Test but are in need of remediation can receive these services in the mainstream.

Summary Analysis. The basic issue was when and how a limited English proficient student is mainstreamed. The State Education Agency's position is that these students should be mainstreamed as soon as possible based on the Language Proficiency Test. This criterion is used as the entry process and should be used as the exit instrument. The opposition maintains that a multiple criterion is more comprehensive and has more pedagogical support.

It appeared that the State Education Agency has chosen a single criterion over the overwhelming objection of the educational community. The issue which has not been answered in the debate is what exactly is proficiency and who is to determine it. The immediate answer to this question is that the State Education Agency does have the power to change the regulation. The process can be criticized, but in the long run it will stand.

"Title VII Regulations Affecting Entry and Exit Criteria"

This paper, "Title VII Regulations Affecting Entry and Exit Criteria," was prepared by the Educational Assessment Center West at the University of New Mexico under contract by the Title VII Office of Bilingual Education and Language Minority Affairs (OBELMA) in Washington, D. C. It is based on a workshop for determining guidelines on entry and exit criteria for limited English proficient students.

The entry criteria, as recommended by the researcher, includes:

- (a) Identification of a student's language background
via a Home Language Survey;

- (b) English/native language proficiency via standardized test, oral language sample, and review of student's educational history;
- (c) English/native language content area achievement via standardized test and review of grades;
- (d) Student's historical experiences via parent interview, review of records, and observation.

The exit criteria, as recommended by the researcher, includes:

- (a) English language proficiency via a language proficiency test;
- (b) Content area review via standardized test, teacher observation, grades, and grade level testing with text;
- (c) Reading and writing proficiency via standardized test, including writing samples.

It should be noted that the Educational Assessment Center West researcher suggested that a trial mainstreaming process can be incorporated into the final mainstream process. This trial mainstreaming process allows for a transition period based on review of grades, standardized test, and teacher observation. It suggests that reentry into the bilingual program is possible.

"Assessment and Placement of Language Minority
Students: Procedures for Mainstreaming"

This research paper, "Assessment and Placement of Language Minority Students: Procedures for Mainstreaming," was written by George P. DeGeorge (1985) from the Connecticut State Department of

Education in collaboration with the National Clearinghouse for Bilingual Education staff. The paper cites two major steps in making mainstreaming decisions.

Determining Cognitive Demands. Examination of the district's mainstream curriculum and objectives are imperative in determining cognitive demands. This examination encompasses identification of subject areas, skills to be taught, and determination of prerequisite content knowledge and language skills necessary for success in the mainstream.

The Exit Criteria. The Ohio State Education Agency defines exit criteria as "those means used to identify students currently receiving services in a bilingual program whose English language proficiency is at a level which will enable them to learn successfully in classrooms in which the only language of instruction is English."

This definition is further clarified by the position taken by the State Education Agency that quotes Troike, saying, "The purpose of bilingual education should be educational, not just the development of English language proficiency." Clearly, this position recommends that students should be exited when they are ready for the mainstream without having a need for remediation.

In order to exit, limited English proficient students must pass the:

- (a) Oral-Aural Skills Test
- (b) Literacy Skills Test
- (c) Subject Content Knowledge Test
- (d) Subjective judgment of teachers

The student's ability in the bilingual program is examined for competency to enter into the mainstream with the necessary skills.

An additional step is also available for the exiting student which is "Trial Mainstreaming." This step allows the bilingual/ESL student to enter the mainstream with the provision that he/she will return into the program if the mainstream proves too much for the student. This process can be used when students score on the borderline of the assessment instrument listed.

Determining Language Demands of Classroom Instruction. The first area to be determined is the academic language proficiency demand to be made in the mainstream. It specifically includes:

- (a) Vocabulary and technical terminology, if any;
- (b) Communication functions, such as explaining and clarifying;
- (c) A level of comprehension and verbal ability in the various content areas;
- (d) Language arts skills levels which can support their writing level needed in the mainstream.

"Guidelines for the Establishment and Implementation of Entry and Exit Criteria for Bilingual Education Programs"

This paper, "Guidelines for the Establishment and Implementation of Entry and Exit Criteria for Bilingual Education Programs," was prepared by the Ohio Department of Education and revised in 1986.

The entry identification process for limited English proficient students include:

- (a) Home language survey conducted upon student enrollment.
- (b) Oral-Aural Skills Testing. Students with low scores (below district's cut-off point) are enrolled in the bilingual program; students who score above are moved to the next step.
- (c) Literacy Skills Testing. In this step of the process, it is the objective to determine the student's ability to read and write in English. This aim is based on the premise that it is possible for a student to pass the oral language test and yet still be limited English proficient due to literacy skills deficiency. The tests recommended to be used at this level for reading are:

- LAB Test II - Reading
- Sucher-Alfred Reading Placement Inventory
- Other Assessments: Clozetechnique and Miscue Analysis Test
- Writing Assessment: LAB and Woodcock Language Proficiency Test

Students who do not pass this test are placed in the bilingual program. Students who pass are moved on to the next step.

- (d) Subject Content Knowledge Testing. This step allows the assessment team to test the student's functional

language skills via an objective evaluation, i.e., the student is asked to read a passage in a content area text and asked to summarize it. This discretionary testing allows for identification of students who still lack skills necessary to function successfully in the mainstream.

Summary and Analysis of the Literature

The literature reviewed in this chapter examined the various aspects and trends set during the 1970s and 1980s affecting bilingual education. The researcher designed this section as an important component in preparing future readers and researchers with base data needed to understand subjects having an impact on bilingual education. To facilitate objective views, both "pro" and "con" studies were examined. This data allowed the reader to comprehend the fact that bilingual education needs continuing research which can introduce changes to the curriculum to improve instruction for limited English proficient students. The main topic of this study was enhanced by the perspective provided in the literature.

The researcher further intended in this review of the literature to facilitate future bilingual teachers and administrators with alternative approaches which can be used in bilingual education programs. These alternatives both examined conceptual use of native language versus English. It enumerated accepted approaches for bilingual education in New Jersey, where the research study was focused. To conclude,

the review of literature has provided the necessary background to better appreciate the subjects examined in the balance of this research study.

C H A P T E R I I I

METHOD OF THE STUDY

Introduction

This chapter is designed to describe the method used in this research study. The researcher was guided by a series of questions which raise the critical issues affecting bilingual education students who have been mainstreamed. The study examines the limited English proficient student's entry levels of proficiency, the achievement level while in the program, and the exit criteria used. The goal of the researcher was basically to write a document which could provide insight to improving bilingual education programs.

The study was designed to conclude with the development of an exit criterion, a follow-up model for mainstreamed bilingual program curricula, and the fostering of a perspective for future research in the discipline. Using the "case study" approach, the researcher draws conclusions based on the data collected and within the delimitations cited. The following pages outline in specific terms the individual sections and approaches used.

Purpose of the Study

The purpose of this research study was to investigate and review, using a case study approach, the effectiveness of exiting bilingual students into the monolingual English mainstream.

The following general questions guided the observation:

1. What were the students' entry level proficiency in English?
2. What were the students' achievement levels while in the bilingual program?
3. What factors or criteria were used for mainstreaming the students?
4. At what English level achievement did the students enter the mainstream?
5. How did they fare in the mainstream content area course work?
6. Were there any cultural or affective observable factors which contributed to their demeanor in the mainstream?
7. What achievement level did they accomplish while in the mainstream?
8. How did the sample group compare with their monolingual English peers academically and in achievement testing?

This research study was designed to examine the following hypothesis: A disproportionate number of mainstreamed bilingual students are (a) tracked into lower-level homogeneous reading groups; (b) referred for special education evaluation within one year of mainstreaming; and (c) retained after the first year of mainstreaming because of poor academic performance.

Significance of the Study

Research on students who have been mainstreamed is limited as it relates to bilingual education. The exiting of students from a transitional bilingual program seems to terminate their relationship with the mother tongue permanently. However, this does not resolve the problem of institutional mainstreamed bilingual students who are struggling in a monolingual-only environment. A review of the literature reveals criteria used in other programs for exiting students from bilingual programs. Nevertheless, the success or failure of these students is basically underresearched.

The researcher will contribute toward the literature:

- (1) Exit Criteria--to develop a theoretical model for bilingual educators in developing criteria for exiting bilingual students into the monolingual English-only speaking mainstream classes.
- (2) A follow-up model for non-bilingual educators to use in analyzing the strengths and weaknesses of mainstreamed students; this model will provide educators with the methods to research factors which will enhance an effective bilingual curriculum.
- (3) A strengthening of the bilingual curriculum in preparing competitive students for the mainstream.
- (4) A theoretical framework for future research in the subject of mainstreamed bilingual students. Since the research related to this subject is limited, the

study should assist future research efforts by delineating aspects which must be reviewed.

- (5) The researcher will also present a degree of expectation which exists in education that fosters increased accountability of bilingual programs academically and financially. Basically, future researchers will be provided with insight to non-theoretical factors which govern bilingual education student mainstreaming. This perspective will contribute to future studies, making them more practical in nature and more cost-effective.

Target Population

Demographic data on the thirty targeted students will include the following:

- (1) Ages;
- (2) Ethnic background;
- (3) An analysis of a social/linguistic survey currently used as a criteria of all student entry into the district;
- (4) Number of years in the district, city, and particular school;
- (5) Family composition;
- (6) Housing data;

- (7) Other pertinent data which contribute to the education process of targeted students. This would allow for unidentified data which can surface in the research.

Design of the Study

The study was centered in the Hoboken Public School System in Hoboken, New Jersey, where the researcher is a school principal. The subjects identified were thirty bilingual students who have been in the Hoboken School District from Kindergarten to the fourth grade. An analysis of the following data was undertaken as identified:

- (1) Entry Level Status: Students who come from home languages other than English are administered the Language Assessment Battery (LAB) test to determine English language proficiency. In addition, parents/guardians are required to complete a home language survey, a sociolinguist questionnaire, to identify students' native language (first language learned). Both LAB and the home language survey were analyzed for sample subjects.
- (2) Pre-test and post-test scores of subjects using the Comprehensive Test for Basic Skills (CTBS) data were analyzed for significant growth factors. These scores include both English and Spanish CTBS scores limited to the subjects of reading and mathematics.

The scores were analyzed from the students' entry level to their mainstreamed status.

- (3) Exit Level: Sample subject exit level criteria were examined, including achievement levels in CTBS (English), LAB scores, and teacher recommendations.
- (4) Mainstream teachers were interviewed and completed a questionnaire on their observations of the mainstream subjects.
- (5) Subject students' content area progress was reviewed to determine academic assimilation, cultural and affective domain. This was obtained via the mainstream teacher interview and cumulative folder data.
- (6) The local Bilingual Director and the New Jersey State Department of Education Bilingual Programs Director (or representative) were interviewed and asked to complete a questionnaire.

The preceding information provides the data-gathering process for this case study. Each category was analyzed for significant factors which contribute to the outcome as it presently exists. These data were then molded into a comprehensive analysis which culminated in conclusions. The researcher then delineated statements which identified the significant research sought in the study.

Case Study

This researcher used the case study method to examine the scientific and empirical data in addressing the guiding questions

identified. A case study is defined as a collection and analysis of all available evidence (sociological, psychological, environmental, vocational) that promises to help explain a single individual or a social unit (Wise, Nordberg, & Reitz, 1967).

The analysis of data collected in this case study reviewed the factors which influence the results of concerns raised by the study premises. It was the intent of this researcher to gather data on the sample targeted population to develop a more complete understanding of the group that they represent (Van Dalen, 1962). The case study examined the "cause and effect" of the problem identified. A systematic review of data collected has provided the necessary information to draw conclusions contributing to educational research and literature. Each section which collected data on the target sample population included a summary analysis which recapitulates and interprets the data. The closure of the study summarizes the significance of the data collected, the implications for educational practice, and suggestions for further research.

Definition of Terms

The following terms are used throughout this research study:

Bilingual Education is a pedagogical method which uses the student's native language as a medium of instruction while systematically and sequentially teaching English as a second language with the goal of developing students who are proficient/competent in both languages and can function successfully in our society.

Competence in Psycholinguistics is the ability to function in a language and demonstrate an advanced level of knowledge in that language.

Content Area is the course of study, such as reading, mathematics, science, social studies, and other subjects.

Culture is the traits, language, and existence of a people; the sum total of an individual's experience; the characteristic features and traditions of a people.

Curriculum is a comprehensive course of study which includes subjects, discipline, and overall student development.

Diagnostic Test is a vehicle used in examining a person's strengths and weaknesses in the cognitive or affective area.

English as a Second Language (ESL) is a method used in teaching English to students whose language is other than English.

Entry Criteria are identified levels of acceptance prior to placing students in a bilingual program.

Exit Criteria are identified levels of acceptance prior to mainstreaming students out of a bilingual program.

Fluent English Proficient (FEP) are students who have attained minimal proficiency in academic and oral English language.

Gentrification is the removal and displacement of families of lower economic scale and their replacement by families of higher economic status, i.e., tenement apartments converted into high rentals or condominiums.

Hispanic is a term used to identify people whose native tongue or ancestry is Spanish.

Language or Transitional Dominance is the comparison of a person's linguistical proficiency by comparing the languages known to determine in which one he/she is most fluent and best able to learn.

Monolingual means able to speak only one language.

Mother and Native Language is first language learned.

National Origin Minority are ethnic groups whose native language or language background is other than English and are classified minority. (This definition does not include Black Americans.)

Sheltered English is the simplification of English language vocabulary and sentence structure in an immersion program.

Structured Immersion is the concept of teaching limited English proficient students using primarily English with the exception of the native language used orally by the student. The curriculum is modified in vocabulary and pacing.

Delimitations

This research study is necessarily limited in scope and sequence.

- A. The study is concentrated in an urban Hispanic, mainly Puerto Rican, population in the Hoboken (New Jersey) public school primary grades.
- B. An analysis of other grades and/or different linguistic bilingual students can, however, reveal similar results.
- C. This study will help program administrators with a broad-based model which can be adjusted to other needs.
- D. The sample group was purposely selected (not at random). The results of the mainstreamed students are based on their first-year adjustment into the mainstream.
- E. Ethnic background of the sample group is Hispanic (mainly Puerto Rican).
- F. Socioeconomic status of the sample group is low and moderate income.
- G. Geographical area is the Northeast.
- H. There are limitations of the testing instruments-- Comprehensive Test for Basic Skills (CTBS) and Language Assessment Battery (LAB).
- I. Language is Spanish.

- J. The review of literature is limited with the majority of data from pre-1986.
- K. The mainstream model included in this study has not been tested. It is designed for future researchers to administer and evaluate its success or shortcomings.

C H A P T E R I V

DATA ANALYSIS AND FINDINGS

The purpose of this chapter is to present an analysis of the data and subsequent findings used in answering the research questions which guided this study.

Guiding Questions

Surveys were designed to collect data needed to understand the dynamics of the effectiveness of bilingual education. The intent of this examination was to facilitate the researcher with base data to draw conclusions about the targeted student population, including:

- (1) The entry levels of limited English proficient (LEP) students in bilingual education and its criteria;
- (2) The bilingual curriculum concept with a particular view of language usage;
- (3) The years in a program and its impact;
- (4) The exit criteria;
- (5) The follow-up as it relates to success of the former bilingual student in the mainstream.

The purpose of this research study was to investigate and review, using a case study approach, the effectiveness of exiting bilingual students into the monolingual English mainstream.

The following were the guiding questions used in this research study. Included with the questions are responses derived from the study's questionnaires and review:

1. What were the students' entry level proficiency in English?

This question was designed to understand the students' starting point in the mainstream, which was also the exit point from the bilingual program.

These data were compiled from the testing data in Appendix C.

2. What were the students' achievement levels while in the bilingual program?

This question was designed to provide base information on the students' ability to function academically in the bilingual program. Its value is attributed to the potential premature mainstreaming of bilingual students who have demonstrated ability in the bilingual program but not in the mainstream.

These data are provided in the testing data in Appendix C.

3. What factors or criteria were used for mainstreaming the LEP students?

The point of exiting a bilingual program student into the mainstream is crucial to creating mainstreaming criteria which assure success in the mainstream. These data are derived from the

bilingual building coordinator, building administrator, and state official questionnaire surveys (see Appendix C).

4. At what English level achievement did the students enter the mainstream?

This question is similar to Question #1. The response is derived from the testing data in Appendix C.

5. How did they fare in the mainstream content area course work?

To examine mainstream students' success, it was imperative to review their day-to-day achievement. This was obtained by interviewing teachers of the mainstream who have had previous bilingual program students (see Appendix C).

6. Were there any cultural or affective observable factors which contributed to their demeanor in the mainstream?

This question was designed to examine the background of students who, based on the hypothesis, have been recommended for special education services. The overall behavior factors have to be reviewed to ascertain if language difficulties contributed to this factor. This information is obtained in the interviews with the mainstream teacher and the special education administrator (see Appendix C).

7. What achievement level did they accomplish while in the mainstream?

The measurement of students' success includes their ability to achieve in standardized tests. This subject is examined in the testing data in Appendix C.

8. How did the sample group compare with their monolingual English peers academically and in achievement testing?

The need to compare the mainstreamed former bilingual students to the monolingual group was important to measure whether the exiting of these students was correct. It contributes to the overall factor of success in the mainstream. This factor is examined in the questionnaire data of the school administrator, mainstream teacher, and state official (see Appendix C).

This research study was also designed to examine the following hypothesis: A disproportionate number of mainstreamed bilingual students are (a) tracked into lower-level homogeneous reading groups; (b) referred for special education evaluation within one year of mainstreaming; and (c) retained after the first year of mainstreaming because of poor academic performance.

Summary and Analysis

The use of guiding questions were important to maintain the study in focus. As a result of these guiding questions, questionnaires were developed which address the subjects of concern (see Appendix B). These questionnaires were conducted by the researcher via interviews. The data were then analyzed and summarized to draw conclusions. The extent of this process resulted in the development of a comprehensive mainstream and follow-up model for bilingual program exited students (see Appendix D). The study is brought to closure with recommendations which are included in Chapter V.

Questionnaires and Interviews

This research included the administering of questionnaires and surveys designed to collect data from:

- Target Population
- Mainstream Teachers
- School Administrators
- New Jersey State Department of Education Official
- Local Bilingual Program Administrator
- Special Education Administrator
- Parents/Guardians

These entities were targeted to solicit information needed in addressing the study topic's objectives.

Target Population Data

The demographic data of the target population illustrated important socioeconomic factors. The majority of students were from low to moderate income families with approximately one in five on welfare. The second significant factor was the household composition, which demonstrated that 44 percent of these students came from single or guardianship homes. In addition, 80 percent of these students' families were in the United States for less than six years and were limited English proficient.

These factors place the students in a significant light when it comes to comparisons. The impact of low socioeconomic factors demonstrates both a need for a bilingual curriculum which can address the academic deficiencies as well as their affective domain. The basic understanding of their constellation is significant in developing an appropriate curriculum strategy, and it also has an impact on staff development needs for improved instruction.

Mainstream Teachers' Survey

The recognition of bilingual education was evident in the principals' responses, which in general supported the concept. It is ironic that with the question on change within the bilingual education program, they recognized the exit criteria as a problem. The view expressed that limited English proficient students in the mainstream hurt both themselves and mainstreamed students is noted. However, it appears when students are mainstreamed, they in general are placed automatically in the lower reading group/homeroom. This factor

supports the premise that the bilingual program goal should include students who can enter the mainstream without need of remediation.

The success and failure of bilingual program students was recognized by the principals. The referral of former bilingual program students for evaluation by the special education department raises the issue of the readiness of bilingual program students. It is inferred that poor academic language problems contribute to failure leading to the referral. This inference supports the hypothesis proposed in this study that bilingual students are basically referred for reason of non-preparedness on their part for the mainstream (premature mainstreaming).

In conclusion, it was significant that the recognition of quality instruction was included in one of the responses. This issue is not identified often enough with bilingual education, yet its implications are far-reaching. The improvement of instruction, program goals, objectives, parental involvement, and strategies is the key element in providing an effective bilingual education program.

School Administrators' Survey

The average mainstreamed bilingual student appears to have an adjustment period prior to functioning at or above the other students in his/her class. Reading comprehension is the aspect which needs the greatest attention, whereas mathematics has proven to be his/her best subject. In the area of assimilation, the mainstreamed students have little, if any, problems simply because they already know the other

students from their neighborhood, and the majority of students in the mainstream are from Puerto Rican background.

Two important questions which were included in this survey address the question of those students who have not fared well in the mainstream. It appears that some of these students were not ready for the mainstream yet were exited from the bilingual program. This premature exit is a great disservice which potentially exists with these students who are subsequently referred to special education because of academic deficiencies. This issue of special education substantiates the hypothesis stated by the researcher. A more in-depth analysis is necessary prior to drawing conclusions; however, it is apparent that a potential problem exists with students who are prematurely mainstreamed.

State Official Survey

The state official interviewed was a coordinator within the Bilingual/Compensatory Education Division of the New Jersey State Department of Education. Part of his responsibilities included the review and evaluation of bilingual/ESL (English as a Second Language) programs administered at the local school districts.

The interview began with a review of the Department's criteria for mainstreaming. This included the fact that presently a multiple criterion process is used in the regulations for mainstreaming limited English proficient students. However, efforts had been undertaken by the New Jersey Commissioner of Education to change this process into a single criterion using the Language Assessment

Battery (LAB) test. This change was advocated based on the fact that it is also used in the entry level criteria. This issue was pending a decision by the state court system and is described in detail as part of the literature review.

In multiple criteria, local school districts were required to maintain data on limited English proficient (LEP) students' LAB scores; student achievement in class; achievement testing, i.e., Comprehensive Test for Basic Skills (CTBS); and teacher input. These criteria were monitored by the state official at least bi-annually. However, the state official recognized the fact that the State Education Agency (SEA) did not maintain records or require local school districts to collect follow-up data on mainstreamed LEP students. This issue was being addressed by a newly-proposed concept that would permit mainstreamed LEP students to reenter the program should they not function effectively in the initial placement. The concept of "reentry" helps to address the premature mainstreamed LEP students.

The State Education Agency regulations and policy implementation recommends that LEP students not remain for more than three years in a bilingual or ESL program. Districts who do carry LEP students beyond the recommended three years must submit to the State Education Agency a rationale and plan addressing the need for the additional time in the program.

In closing, it was apparent that the State Education Agency was going through internal changes in philosophy and approach. The limitation of services provided to LEP students instituted changes of curriculum and approaches. It further discouraged the use of LEP

students' native language. However, the concept of reentry is an innovative element added to the regulations. The implementation of bilingual and ESL programs by local school districts under the newly-proposed regulations streamline the entry and exit criteria, but at what cost? This question could only be answered in time with continued research needed to test and validate these concepts.

Local Bilingual Program Administrator Survey

The identification and exit process used in the district is of multiple criteria. However, a limited follow-up process exists which can effectively monitor the success of the former bilingual students. The bilingual program's strategy and approaches, which are confined to a three-year maximum participation, affect negatively a segment of the LEP population which experiences failure in the mainstream. Approximately 50 percent of the former bilingual program students who are now in special education were referred by bilingual teachers. This factor has led the bilingual program administrator to suggest that those students who were referred by mainstream teachers and subsequently classified "special education" could have been referred by the bilingual teachers while in the program. However, the bilingual program administrator does admit that a limited assessment of mainstreamed students exists within the district and is mandated by the state. This issue can and should be reviewed for future research consideration relative to the LEP population's role in special education.

Special Education Administrator Survey

The issue of mainstreaming limited English proficient students within a three-year period has undoubtedly had an impact on the systematic funneling of a significant number of students into special education services. This conclusion is evident in the statistics, which show that 14.5 percent of in-district special education classified students came from the bilingual program. This percentage, as compared to the bilingual program population of approximately 5 percent, demonstrated a salient disparity in need of review. This disproportion supports the hypothesis stated in the guiding questions: A disproportionate number of mainstreamed bilingual students are referred for special education evaluation within one year of mainstreaming.

To further support this theory, the school building administrators indicated that several limited English proficient students may have been referred because of "language." This indictment of limited English proficient students demonstrates the need for a revision of strategies by the school district as well as the State Department of Education. Both agencies have played a role in this educational tragedy.

Parent/Guardian Survey

The majority of parents who responded and were interviewed acknowledged the bilingual program as an effective program which helped their children academically. Parents recognized that in general their children learned the necessary English to function in

the mainstream. It was noted that the parents were very comfortable having their children in the bilingual program. It made it easy for them as parents to communicate with the teachers directly on their children's progress.

In soliciting comments on how to improve the bilingual program, the responses were limited in scope. It is the researcher's opinion, based on observations, that parents, especially Hispanics, rely completely on the educational system to make most of the decisions relative to their children's education. This portrait may very well be a stereotype; however, it happens too often. Hispanic parents seem to feel they cannot contribute because they do not know enough English to communicate their thoughts. However, it is also the researcher's opinion that the importance of parent involvement merits Local Education Agencies (LEAs) and State Education Agencies (SEAs) to facilitate bilingual meetings for parents.

In conclusion, it can be stated that bilingual parents do support the bilingual program and recognize it as a successful vehicle in educating their children. They are not hesitant in recommending it to other parents of LEP students and are willing to share their experiences with them. However, as stated by one parent, a student who does not study will have problems in any program. Likewise, the researcher extends that statement to parents by saying: Parents who work with their children and care for them can only enhance their children's success in any program.

Testing Data

Comprehensive Test of Basic Skills (CTBS)

The baseline testing data used in this study was the Comprehensive Test of Basic Skills (CTBS), English version. In the original proposal, the researcher had anticipated reporting CTBS scores for both English and Spanish. However, the researcher found that Spanish language testing had been dropped by the district due to the accelerated English curriculum which had been introduced in the district.

The CTBS data shown in Figure 3 encompass:

- Reading and mathematics scores.
- Data on students who entered the bilingual program between 1984 and 1985. These data allow for student information based on three or four years in the program.
- The statistics are reported on a grade equivalent (G.E.) basis. This method allows a lay person to understand how students fare as compared with others.
- A comparison group data is provided using monolingual English students who never participated in the bilingual program.
- The statistics shown are from the 1987-88 school year.

Figure 3 is based on accrued student mean scores from Grades 1 to 3 in the Hoboken, New Jersey Public Schools. Included in Figure 3 is the district's non-bilingual monobilingual speaking population. The following are the significant factors found:

Number of Students - 30

Date of Entry 1984 - 85

Grades	1	2	3
LEP Student Data (Reading)	1.20	2.20	3.30
Mainstream Data (Reading)	1.80	2.70	3.90
LEP Student Data (Math)	1.50	2.40	3.30
Mainstream Data (Math)	1.70	2.70	3.60

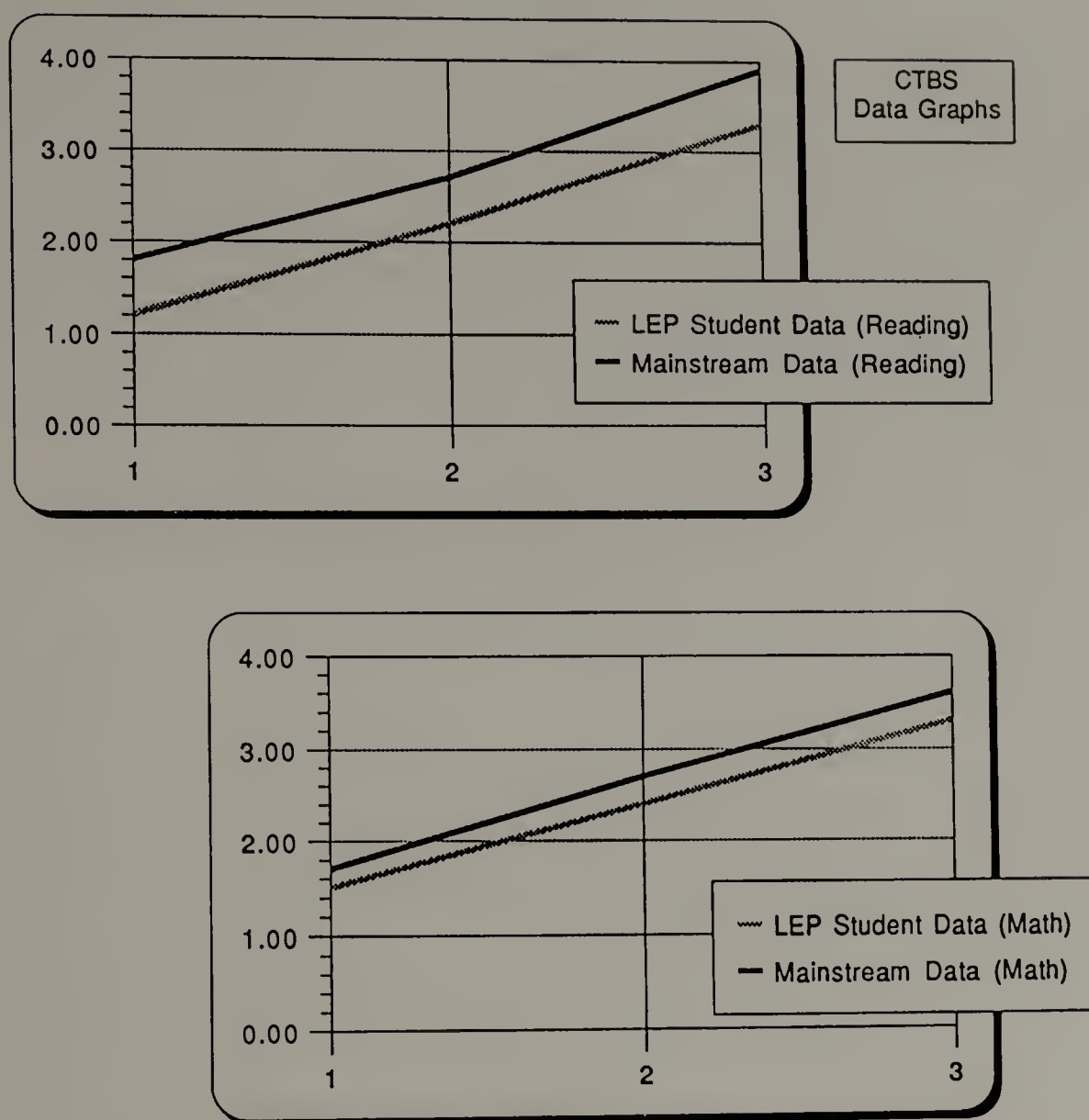


Figure 3. Target population testing data analysis

Reading:

- (1) The bilingual program students begin at a significantly lower English level in reading than the comparison group:

Limited English Proficient Student--1.2

Mainstream Student--1.8

- (2) A parallel follows from first to third grade with growth insufficient to overcome disparity.
- (3) The growth improvement begins in the last year (third year); however, it still does not reach the comparison group level.

Mathematics:

- (1) The bilingual program students fare better in their starting point for mathematics than reading simply because computation skills are universal at the level. (Limited verbal skills are needed.)
- (2) The comparison of scores illustrated that a lesser gap exists between both groups, again because of computational skills.
- (3) Bilingual program students can achieve the same level of mathematics competency within a three-year span as compared with the mainstream population.

The researcher recognizes that it is unfair to compare limited English proficient students to mainstream monolingual English students the first year in the program. However, for analysis, it is important

to include this information which demonstrates growth patterns. These data are important to the analysis in developing a mainstream (exit) model.

Language Assessment Battery (LAB)

The Language Assessment Battery (LAB) is the most widely used test in New Jersey for identification and exiting of limited English proficient students. LAB is an English language proficiency test which examines listening, speaking, reading, and writing. In the Spring of 1988, the State Education Agency (SEA) conducted a norming process to identify levels of proficiency. Table 4 shows the LAB cut-off scores. The Fall raw scores were to be used from September to December, whereas the Spring scores were to be used from January through June.

Conclusion

The closure of this research study resulted in the development of an exit criteria model as well as a follow-up process (see Appendix D). This instrument was designed for teachers, parents, and administrators to maintain a comprehensive view of bilingual education program goals. Its objective is to facilitate educators of limited English proficient students to be cognizant of the concept "inception to success of bilingual students."

TABLE 4
LANGUAGE ASSESSMENT BATTERY (LAB) TEST
CUT-OFF SCORES

Level	Grade	Fall, 1987	Spring, 1988
I	K	26	29
	1	51	54
	2	53	56
II*	3	87	94
	4	100	104
	5	102	105
III*	6	111	115
	7	113	117
	8	118	120

*Speaking section must be tested.

C H A P T E R V

CONCLUSIONS AND RECOMMENDATIONS

Summary

The development of a mainstream/exiting model and follow-up process has been the major goal of this study. To arrive at that point, a plethora of information was culled and analyzed. Some of the more important information gathered through this process included:

- (1) The issue of entry and exit criteria. This issue helped to examine the dynamics involved in the processing of limited English proficient (LEP) students. The study was enhanced by the fact that a major court case relative to exit criteria was taking place. This case allowed the researcher to bring in current data on the issue.
- (2) The literature review was most interesting from the historical perspective. The fact remains that the United States is rich in history about the efforts of bilingual education going back from 1776 to the present.
- (3) A second important factor in the literature was the inconclusiveness which exists among the studies about bilingual education. Some studies support bilingual education, whereas others advocate a structured immersion concept which uses English only. This

debate will continue; however, as we progress, we now find an increased number of educators and researchers who are giving greater attention to this problem. The quality and quantity of literature/studies are vastly improving.

- (4) The bilingual curriculum, like all curricula, should be an evolving one. The diversity which is needed to address individual student learning styles is compounded when language difficulties are present. Therefore, a more closely monitored curriculum system must be developed to assure success in the mainstream. Both objectives and goals must be clearly defined in bilingual programs as part of an effective curriculum.
- (5) The effort to prepare a student for the mainstream must also be an evolving one. It is necessary to review the progress of former bilingual programs. This process should be a continuing one, which encompasses entry, programs, exit, and follow-up. An interesting concept did appear in several studies recommending an examination of "trial mainstreaming." This concept can be a vehicle to incorporate a more comprehensive view of bilingual education.

Closure

Bilingual education has been present in the United States since its inception in a variety of forms. However, the researcher believes it has received greater attention now than it has in our history. The development of a foolproof approach which assures a successful limited English proficient student has not been identified. This lack of an approach fosters a continuation of debate and a need for more research in the subject. Studies have demonstrated the success and the failure; however, the majority of studies demonstrate that greater success exists with the use of bilingual education, which has contributed positively to the academic as well as affective domain of limited English proficient students.

We can conclude that several factors contributed to the bilingual child's success in the mainstream:

- (1) The program design must have clear objectives and goals to be achieved. The involvement of district and program administrators, teachers, and parents is essential.
- (2) Parent involvement is needed to support their children and enhance a home/school curriculum.
- (3) The district's commitment to the bilingual education program is crucial.

Future researchers should be directed toward a more comprehensive view of this critical study. Local school districts must clearly define what is the goal of bilingual education in their district and

refine its expected level of readiness for the mainstream. The use of the model design is a guide for development of:

- (a) Entry/Exit criteria;
- (b) Follow-up model;
- (c) Data collection, such as demographics and
linguistical information;
- (e) Student individual plan.

These categories and more have been presented in the continuous effort for educators to examine their discipline and grow.

The Mainstream Model

The following mainstream model has been designed based on the research collected, the researcher's empirical observations, and conclusions drawn from this study. It has not been field tested but is recommended for future researchers and practitioners to examine. The model is the basis for utilizing a practical approach to administering a bilingual program not only in New Jersey but throughout the United States. The flexibility of design allows for regionalism and individual style. However, the basic components illustrated in the flow chart (Figure 4) does require that each component be present to succeed.

The development of a mainstream model began with the recognition and implementation of the bilingual program goals and objectives. It was the objectives of transitional bilingual education to prepare the limited English proficient (LEP) students for the mainstream as

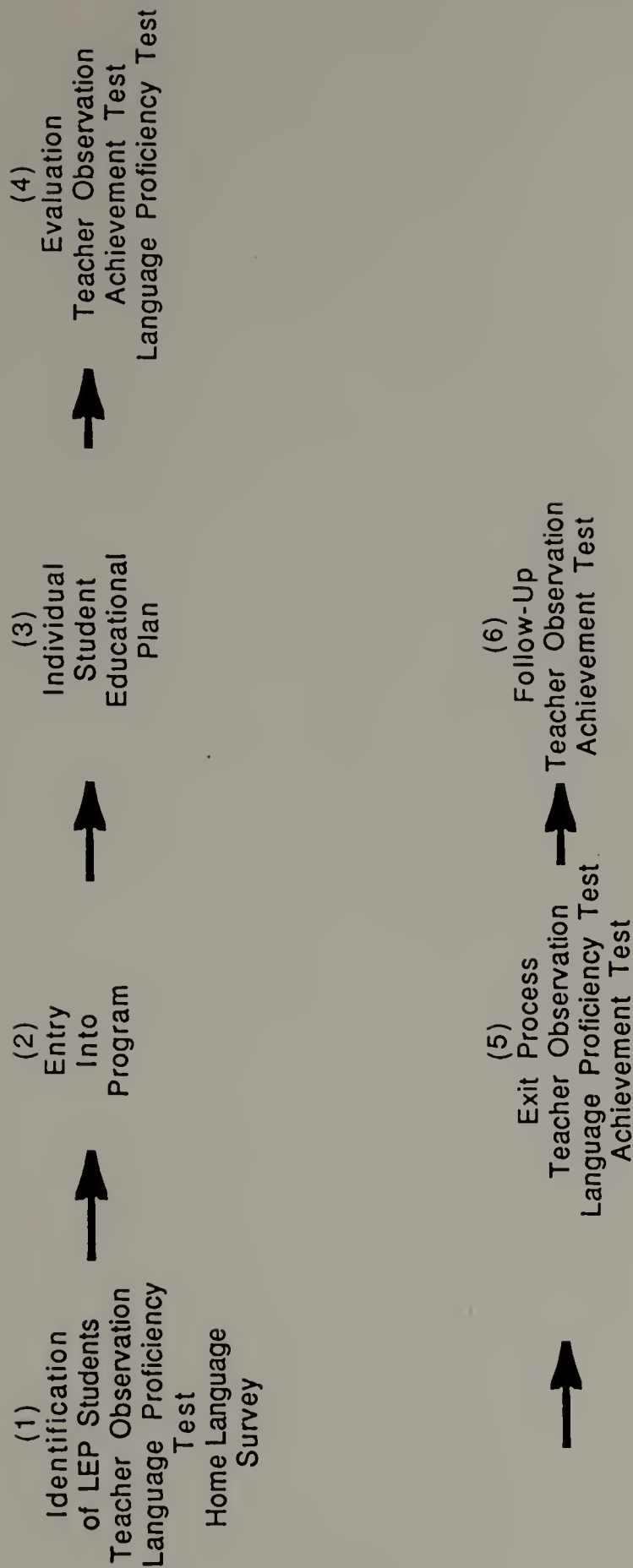


Figure 4. Bilingual program curriculum flow chart

expeditiously and effectively as possible. The success of that student in the mainstream should remain as an intrinsic part of the bilingual program goals and objectives.

An effective bilingual curriculum is initiated from the point of entry, which includes the students' identification process. The use of a language proficiency test, i.e., Language Assessment Battery (LAB) test, evaluates speaking, reading, writing, and listening skills. Students who are identified LEP and placed in a bilingual program should have an individual education plan developed to address the deficiencies found in the entry language proficiency test. This plan, which should be incorporated into the overall curriculum, will focus on the objectives and goals set for the program on an individual student basis.

The use of a multiple criterion identification process for LEP students is the most effective method in assuring a more comprehensive examination of students' English language proficiency. This method allows for teacher input, parent input, as well as language proficiency testing. Based on empirical observation, there are primary grade students who do not fare well on a language proficiency test or any test upon entry to a new setting, which is the point of administration of a language proficiency identification process. Multiple criteria allows for observation, which can arise after the language proficiency test and which can refute the results. Once a student is properly identified as LEP and placed in the bilingual program, and the individual education plan is developed and implemented, a

periodic examination must be incorporated to review progress and to adjust the plan accordingly.

This monitoring process includes teacher observation. Administering a language proficiency test and a standard achievement test will provide both the bilingual program teacher and administrators with data which can be used to show the LEP student's progress and deficiency as compared with the mainstream counterpart. This process is repeated during the LEP student's tenure in the bilingual program leading toward the point of exit.

The point of exiting a bilingual student should be at that time in the student's individual educational plan which demonstrates a level of English language proficiency competitive with that of other mainstream students. The issue which arises at this stage is the definition of readiness for the mainstream: Are bilingual students ready for the mainstream when they can pass only the language proficiency test without regard to other criteria? Is it correct to mainstream bilingual program students who are still in need of remediation as compared with other mainstream students? How long should a bilingual student remain in a program?

The use of multiple criteria in mainstreaming a bilingual program student is most effective as indicated in the use of multiple criteria for entry. A more comprehensive review of a student's readiness should include teacher observation, a language proficiency test, and a standardized achievement test for comparison purposes. The criteria identified must be an integral part of the program's goals and objectives. It is the researcher's recommendation that bilingual programs

have objectives designed to develop fully competent students for the mainstream who are as competitive as their mainstream counterparts and not in need of remediation. This parity can only be assured via a multiple criteria exiting process that examines the bilingual program students and compares them with the population in which they will be mainstreamed.

The last question to be addressed is the length of stay in the bilingual program. This concern can only be addressed within the student's individual educational plan, the progress assessment, and the other factors affecting student progress. These elements can include the student's socioeconomic factors which affect learning. As incorporated in this study, it is recommended that student demographic data be kept to better understand and plan strategies of learning. An effective individual education plan must include the student's academic profile as well as demographic data. (See Appendix D for a comprehensive mainstream and follow-up model for bilingual students.)

APPENDICES

APPENDIX A:

LETTER OF INTRODUCTION TO PARTICIPANTS
IN THE RESEARCH STUDY

EDWIN DUROY
82 GRAND STREET
HOBOKEN, NEW JERSEY 07030

To Participants in This Study:

My name is Edwin Duroy, a doctoral candidate at the University of Massachusetts in Amherst. The subject of my doctoral research is "The Academic Assimilation of Mainstreamed Bilingual Students." I am reviewing data of students enrolled in the Hoboken Public Schools who were participants in the bilingual program. This study is designed to improve bilingual programs by studying the success of former students of the program.

The study will include an analysis of student achievement data and interviews with teachers, parents, and administrators. It will review the criteria used in identifying limited English proficient students for the bilingual program, as well as the criteria used for mainstreaming these students. The end product will include a comprehensive mainstreaming and follow-up model which can be used by all bilingual programs.

The study will be written in an objective form, which will include the target site but not the names of students or any individual interviewed. Each person interviewed will have the opportunity to review the interview questionnaire prior to the interview. The interview will be administered orally with the possibility of audio recording for accuracy.

All interviews may be ended at any time the person interviewed desires. To hold the University of Massachusetts "Safe/Harmless" against any legal questions, individuals consenting to participate in this study by being interviewed are asked to sign their name where designated.

Thank you for your cooperation.

Edwin Duroy
Doctoral Student

I agree to participate in this
research study.

(Participant Signature)

APPENDIX B:

QUESTIONNAIRES:

TARGET POPULATION DATA
MAINSTREAM TEACHER SURVEY
PARENT/GUARDIAN SURVEY
LOCAL BILINGUAL PROGRAM ADMINISTRATOR SURVEY
PRINCIPAL SURVEY
SPECIAL EDUCATION ADMINISTRATOR SURVEY
STATE OFFICIAL SURVEY

TARGET POPULATION DATA

NAME OF STUDENT: _____ AGE: _____
ADDRESS: _____ GRADE: _____
SCHOOL: _____ TEACHER: _____

1. Family Composition:

Parent(s)/Guardian(s): _____
Relationship: _____

2. Ethnic Background:

_____ Puerto Rican	_____ Equadorian
_____ Dominican	_____ Other: _____
_____ Cuban	

3. Number of Siblings: _____

Ages: _____
Grades: _____

4. Number of Years in Present School: _____

Hoboken: _____
District: _____

5. Housing Data:

Number of Rooms: _____
Living Conditions: _____

6. Family Income:

_____ Low	_____ Welfare
_____ Moderate	_____ Working
_____ Middle	_____ Other

7. Other Relevant Data: _____

MAINSTREAM TEACHER SURVEY

NAME: _____
 GRADE: _____ SCHOOL: _____

Please indicate, on the average, which category would best describe your present students mainstreamed from the bilingual program.

1. Classroom Work:

Reading: Excellent: ____ Good: ____ Fair: ____ Poor: ____
 Mathematics: Excellent: ____ Good: ____ Fair: ____ Poor: ____

2. What weakness, if any, did the bilingual mainstreamed students bring to your classroom?

Strengths? _____

3. Do the bilingual students have problems assimilating to the mainstream classroom?

4. Have you retained any bilingual mainstreamed students in the past?

If so, please indicate, on the average, the reason for retention:

_____ Poor Academics

_____ Discipline

_____ Attendance

Other: _____

5. Have you referred any bilingual students for special education evaluation? _____

If so, please indicate, on the average, why:

_____ Poor Academics

_____ Discipline

_____ Attendance

Other: _____

6. Please indicate any comment on your bilingual mainstreamed students which can contribute to the mainstreaming criteria.

PARENT/GUARDIAN SURVEY

NAME: _____ STUDENT NAME: _____

RELATIONSHIP TO STUDENT: _____

Based on your observation, please respond to the following questions:

1. Do you believe the bilingual program was an effective method for teaching your child? Why?

2. Based upon your experience as a parent/guardian, what changes do you recommend (if any) should be implemented in the bilingual program?

3. Were you satisfied with the preparation of your child for the mainstream? Do you feel your child received the necessary preparation for the mainstream he/she is currently in?

4. In your opinion, is your child succeeding in the mainstream?

5. Has your child experienced any problems in the mainstream which he/she did not in the bilingual program?

6. What information would you share with other parents, teachers, or administrators of bilingual programs which could assist in the improvement of the bilingual program?

LOCAL BILINGUAL PROGRAM ADMINISTRATOR SURVEY

NAME: _____

TITLE: _____

NUMBER OF YEARS IN POSITION: _____

1. How are students identified for the bilingual program (classified LEP)?

2. What criteria are used for mainstreaming bilingual students and how are they established?

3. What follow-up method is used to determine bilingual student success in the mainstream?

4. How are bilingual students tracked into reading and classroom grouping?

5. It has been hypothesized that a significant number of bilingual students are retained or referred for special education evaluation within one year of mainstreaming. Please comment.

6. How is the bilingual curriculum monitored for improvement?

7. What bilingual approaches are used in the district?

8. Please indicate any other relevant information which can contribute toward an effective bilingual curriculum which would help develop a competitive mainstreamed student.

PRINCIPAL SURVEY

NAME: _____ TITLE: _____

SCHOOL: _____

NUMBER OF YEARS IN CURRENT POSITION: _____

NUMBER OF YEARS WORKING WITH BILINGUAL PROGRAM STUDENTS: _____

Based on your observation, please respond to the following questions:

1. Do you believe the bilingual program is an effective method for teaching limited English proficient students? Why?

2. What component of the bilingual education program (if any) would you like to see changed?

3. What method and criteria are used in placing mainstreamed bilingual students in their reading track and grouping?

4. Please rate the success of mainstreamed bilingual students after the first year in a monolingual English-only program:

Excellent: ____ Good: ____ Fair: ____ Poor: ____

Please comment: _____

5. Bilingual mainstreamed students have been referred for special education evaluation because of:

____ Language

____ Poor Academics

____ Discipline Problems

____ Other: _____

6. What do you recommend (if needed) to make bilingual students academically prepared when they are mainstreamed?

7. General Comments: _____

SPECIAL EDUCATION ADMINISTRATOR SURVEY

NAME: _____ TITLE: _____
NUMBER OF YEARS IN POSITION: _____

1. How are students referred for special education evaluation?

2. How many students currently classified "Special Education" were former bilingual (LEP) students?

3. What is the prevalent classification and reasons for classification of bilingual students or former bilingual students?

4. Does the district provide a bilingual child study team?
Is it needed?

[illegible]

5. Other Comments: _____

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

STATE OFFICIAL SURVEY

NAME: _____

TITLE: _____

1. What is the State's position on the exiting criteria for bilingual program students?

2. What statistical data and process are available which substantiate the exiting criteria used at the local educational agency (LEA)?

3. Does the State maintain data on mainstreamed bilingual students (follow-up)?

4. Based on data compiled from LEAs, what is the status on the effectiveness of bilingual programs in New Jersey?

5. What bilingual education method is the most effectively used in New Jersey?

6. Please indicate any other relevant information which can contribute toward an effective bilingual curriculum for developing a competitive mainstreamed student.

APPENDIX C:

SURVEY RESULTS:

TARGET POPULATION DATA
MAINSTREAM TEACHER SURVEY
PARENT/GUARDIAN SURVEY
LOCAL BILINGUAL PROGRAM ADMINISTRATOR SURVEY
PRINCIPAL SURVEY
SPECIAL EDUCATION ADMINISTRATOR SURVEY
STATE OFFICIAL SURVEY

TARGET POPULATION DATA

The target population is based on 30 students in the Hoboken, New Jersey Public Schools who were former bilingual program participants currently in their first year in the mainstream. The following is a summary of this population:

- Grades: 3rd and 4th grades
- Ages: 10 to 12 years old

1. Family Composition:

- 56 percent, or 17 students, came from homes with both parents present.
- 36 percent, or 11 students, came from single parent homes.
- 8 percent, or 2 students, came from guardianship households.

2. Ethnic Background:

Puerto Rican:	90 percent (27)
Dominican:	7 percent (2)
Equadorian:	3 percent (1)

3. Number of Siblings:

The average student comes from a home with 2.5 siblings.

4. Number of Years in Present School:

The target population consisted of students who were attending the bilingual program in their currently enrolled school.

6. Family Income:

Eighty-three percent of the students participated in the district's breakfast/lunch program at no cost due to family income. This fact is verified by applications collected by

the school as per federal guidelines. Students qualify for free lunch if the family income is less than \$9,350, which is considered low income for a family of four.

Low Income:	83 percent (25)
Moderate Income:	17 percent (5)
Welfare:	25 percent (7)
Working Family:	77 percent (23)

7. Other Relevant Data:

Years in the United States: 83 percent were in the United States for less than six years.

MAINSTREAM TEACHER SURVEY RESULTS

This survey was administered to three mainstream teachers who have former bilingual students in their class.

1. Classroom Work:

Teacher 1:

Reading: Fair
Mathematics: Good

Teacher 2:

Reading: Fair
Mathematics: Fair

Teacher 3:

Reading: Good
Mathematics: Good

2. What weakness, if any, did the bilingual mainstreamed students bring to your classroom? Strengths?

Teacher 1:

At the beginning of the school year, the bilingual students demonstrated an apprehension in reading. However, they picked up throughout the year. Their computational skills were good, but they needed help (more attention) when it came to word problems.

Teacher 2:

Language--Their oral verbal ability was lacking. They did not have full confidence as compared with others. Some of the students were better than the regular students.

Teacher 3:

They assimilated well. They were used to the other students and had no inhibitions. Math is their strongest subject.

3. Do the bilingual students have problems assimilating to the mainstream classroom?

Teacher 1:

No. They know the other kids from school in their neighborhood.

Teacher 2:

No. Most of the other students in school are from Spanish-speaking backgrounds.

Teacher 3:

Yes. Academically they have some problems in reading and writing, but socially they don't.

4. Have you retained any bilingual mainstreamed students in the past? If so, please indicate, on the average, the reason for retention (poor academics, discipline, attendance, other).

Teacher 1:

Yes. Poor academics. They seem not to be ready for their grade level.

Teacher 2:

Yes. Poor academics. Students were far behind mainstream students. However, I also have retained students who were never in the bilingual program.

Teacher 3:

Yes. Poor academics.

5. Have you referred any bilingual student for special education evaluation? If so, please indicate, on the average, why (poor academics, discipline, attendance, other).

Teacher 1:

Yes. Poor academics.

Teacher 2:

Yes. Poor academics.

Teacher 3:

No.

6. Please indicate any comment on your bilingual mainstreamed students which can contribute to the mainstreaming criteria.

Teacher 1:

Students should be prepared better in the bilingual program so they can be more competitive.

Teacher 2:

Parents should learn English so they can help them at home.

Teacher 3:

I'm not sure, but the bilingual curriculum should be more mainstream-oriented.

PARENT/GUARDIAN SURVEY RESULTS

This survey was administered to five parents of students who were part of the bilingual program but are now in the mainstream. The questionnaire was translated orally by the researcher and recorded.

1. Do you believe the bilingual program was an effective method for teaching your child? Why?

Parent 1:

Yes, because he learned English and Spanish and was prepared for the English class.

Parent 2:

Yes, because my child is doing good in school today.

Parent 3:

Yes, because my daughter was a good student in the bilingual program and developed good study habits.

Parent 4:

O.K. My son had difficulty making the adjustment at first from the bilingual program to the "regular" class.

Parent 5:

Yes. The bilingual teachers are dedicated and committed to the success of their students.

2. Based upon your experience as a parent/guardian, what changes do you recommend (if any) should be implemented in the bilingual program?

Parent 1:

None. I think it works fine.

Parent 2:

More cultural activities and the use of Spanish in the classroom.

Parent 3:

None.

Parent 4:

None.

Parent 5:

More field trips for the children.

3. Were you satisfied with the preparation of your child for the mainstream? Do you feel your child received the necessary preparation for the mainstream he/she is currently in?

Parent 1:

Yes. My child is doing fine. However, I believe he is slacking off a little on his own (perhaps his age).

Parent 2:

Yes. She is doing fine in school.

Parent 3:

Yes. She learned enough English and the other subjects to help her pass her grades today.

Parent 4:

Well, like I said, my son had problems adjusting; however, he is a little lazy also.

Parent 5:

Yes. They did.

4. In your opinion, is your child succeeding in the mainstream?

Parent 1:

Yes. He is passing his class grades, and I believe he will be promoted.

Parent 2:

Yes. My daughter is going to get promoted.

Parent 3:

Yes. My daughter is a good student. We make sure she does her homework every day. I also visit the school very often and speak with her teacher.

Parent 4:

Yes and No, but I'm trying to get him to do better.

Parent 5:

Yes. No major problems.

5. Has your child experienced any problems in the mainstream which he/she did not in the bilingual program?

Parent 1:

Yes. Some of the other kids are rough, and it causes discipline problems not experienced as much in the bilingual program.

Parent 2:

I believe unless you study wherever you're at, you will have problems. My child studies--that's why she has little problems.

Parent 3:

Yes. Reading is the hardest subject for my daughter, but she is improving.

Parent 4:

Not too different in both places. He is doing O.K.

Parent 5:

Not really. It's just that my son is older and likes sports more than school.

6. What information would you share with other parents, teachers or administrators of bilingual programs which could assist in the improvement of the bilingual program?

Parent 1:

Work with your children's classroom teacher. Visit the classroom a lot.

Parent 2:

The bilingual program was good to my child. She is now succeeding in the regular class.

Parent 3:

My daughter succeeded, so can all who participate in the bilingual program.

Parent 4:

They should improve the English reading program because when they get to the mainstream, they need to be better prepared.

Parent 5:

No comment.

LOCAL BILINGUAL PROGRAM ADMINISTRATOR
SURVEY RESULTS

The Local Bilingual Program Administrator has been involved with coordinating the district's bilingual program for the past year as its supervisor and for five years as a resource teacher.

1. How are students identified for the bilingual program (classified LEP)?

Via multiple measures: completion of a home language survey by parents and/or guardians to determine students' dominant language; observation of language fluency by classroom teacher and/or guidance counselor; student is also tested with the Language Assessment Battery (LAB) and scored to help determine placement.

2. What criteria are used for mainstreaming bilingual students and how are they established?

The mainstreaming criteria are established by the supervisor and a group of teachers. The criteria includes: number of years in the program (3 to 4); teacher recommendation (classwork); standardized test results (above CTBS district norms) and results of the before-mentioned LAB test.

3. What follow-up method is used to determine bilingual student success in the mainstream?

Supervisor and/or teachers speak about student progress in the mainstream.

4. How are bilingual students tracked into reading and classroom grouping?

Bilingual students also take the CTBS test in English, and the results must be below the district's cut-off scores for them to receive remedial basic skills services in the district.

5. It has been hypothesized that a significant number of bilingual students are retained or referred for special education evaluation within one year of mainstreaming. Please comment.

Bilingual teachers tend to refrain from referring students and may think the child still has a language problem stifling learning. The teacher in the mainstream may feel different and will make referrals to Special Education. The students are tested and in many cases will be classified "Special Education." (Had the bilingual teacher made the referral, they may have also been classified "Special Education.")

6. How is the bilingual curriculum monitored for improvement?

Continuous observation of lesson plans by teachers, weekly or monthly classroom observations, and many outstanding lessons are incorporated into the district's curricula.

7. What bilingual approaches are used in the district?

The native language (Spanish) is only utilized to clarify, reinforce, or to explain content instruction in the second language (English). More of an ESL approach is used.

8. Please indicate any other relevant information which can contribute toward an effective bilingual curriculum which would help develop a competitive mainstreamed student.

More verbal communication between the student is necessary.

PRINCIPAL SURVEY RESULTS

This survey was administered to building principals who are responsible for bilingual programs currently housed in their school. It was limited to three elementary school principals who are responsible for 75 percent of bilingual student participants in the district's program.

- Number of Years in Current Position:

Principal 1: 2 years

Principal 2: 4 years

Principal 3: 4 years

- Number of Years Working With Bilingual Program Students:

Principal 1: 22 years

Principal 2: 26 years

Principal 3: 17 years

1. Do you believe the bilingual program is an effective method for teaching limited English proficient students? Why?

Principal 1:

It is important to build on what students already master. Once you acquire a cumulative knowledge in your native language, it becomes very easy to transfer these skills to the second language.

Principal 2:

Yes. It is a very effective method. Children respond more readily.

Principal 3:

Yes, because it allows them to progress at their own pace while learning English. In addition, if they were in a regular class, they would be lost and/or would fall far behind their peers.

2. What component of the bilingual education program (if any) would you like to see changed?

Principal 1:

The exit criteria. Very few students are capable of acquiring a second language in two to three years, and to exit them at this point is causing multiple problems

in the mainstream setting. Teachers frustrated with students' lack of progress introduce the special education referral process.

Principal 2:

Just like any program, it is the individual teacher who can determine the success of a program. The deficiency which can occur in this type of program is the inability of the instructor to enunciate without a pronounced accent.

Principal 3:

I would like to see more of an interchange between bilingual and regular classes to minimize isolation of these students.

3. What method and criteria are used in placing mainstreamed bilingual students in their reading track and grouping?

Principal 1:

Students that were mainstreamed. Principals used to assign these students to the lower-achiever track or the lower reading level, assuming at this point that students will be able to catch up to the mainstream students.

Principal 2:

The same method as regular mainstreamed students-- usually placement testing, level testing, and teacher judgment. One additional service that should be offered is a supplemental title service (basic skill remediation) just so that they are followed up adequately.

Principal 3:

Reading specialist and bilingual teachers collaborate on placement according to reading level.

4. Please rate the success of mainstreamed bilingual students after the first year in a monolingual English-only program (Excellent, Good, Fair, Poor). Please comment.

Principal 1:

Good. Mainstreamed students do excel after two years in the monolingual English classes, especially those that began the transition after two years since teachers mainstream top achievers from their respective classes.

Principal 2:

Good. If adequate time is spent in bilingual classes and children exit based upon accurate assumptions, then success follows.

Principal 3:

Good. For the most part; however, we do get some students who fail after a year and must repeat the grade or are referred to the Special Education Department.

5. Bilingual mainstreamed students have been referred for special education evaluation because of: language, poor academics, discipline, other.

Principal 1:

Poor academics. Students that are achieving poorly because they still lack the skills in their native language and cannot cope with second language skills that are required in the grouping in which they were placed.

Principal 2:

Poor academics. Children should not be referred for language problems unless it's stuttering and then only for speech. If a child is performing poorly, then a referral may be in order to determine the proper method to utilize with the child. If a child is a discipline problem, then referral is necessary in order to get to the cause of the behavior.

Principal 3:

Poor academics. As explained in Question 4, there are students who succeed and others who are referred.

6. What do you recommend (if needed) to make bilingual students academically prepared when they are mainstreamed?

Principal 1:

Institute a real transitional program prior to placing the students in a monolingual English class so that students who are in a bilingual track are given the opportunity to function in a monolingual English class prior to a full mainstream setting.

Principal 2:

The same as mainstreamed children--good, caring, proficient teaching.

Principal 3:

The same curriculum demands as in the mainstream, utilizing methods and approaches which are conducive for their learning ability.

7. General Comments.

Principal 2:

The bilingual program has certainly been an asset to this district. Administered correctly with clearly defined goals, I don't think the bilingual program can cause bad performing or misbehaving students and too often it is accused of just that.

SPECIAL EDUCATION ADMINISTRATOR
SURVEY RESULTS

The Special Education Administrator has over 15 years of experience in Special Education and two years as its department supervisor.

1. How are students referred for special education evaluation?

By referral from teachers, parents, outside agencies, and administrators.

2. How many students currently classified "Special Education" were former bilingual (LEP) students?

Fifty-eight out of 400 students: 28 were referred directly from the bilingual program; 30 were referred after being placed in the mainstream.

3. What is the prevalent classification and reasons for classification of bilingual students or former bilingual students?

Perceptually Impaired (P.I.) due to developmental delays.

4. Does the district provide a bilingual child study team? Is it needed?

Yes. Bilingual personnel available: social worker and teacher. However, it does not seem to be cost-effective to hire a bilingual child study team, but an independent child study team is available and used on an as-needed basis.

5. Other Comments.

The New Jersey Department of Education monitored the Hoboken School District to review state regulation compliances. In their report, dated January 2, 1985, the State Education Agency (SEA) cited the following findings relative to limited English proficient students and special education:

- Finding 3:

Implementation of programs for LEP students seems to have had a negative impact on the district's ability to meet State minimum standards for academic achievement.

3.1 The State limit of three years for bilingual education is being understood as a unilateral mandate that may be leading to the inappropriate placement of students in the fourth year.

- State Findings:

3.5 The number and origin of students classified as in need of special education and percentage classified as emotionally disturbed appears to be disproportionately high.

The State monitoring team went on to cite the district's policy of mainstreaming LEP students within a three-year period as the possible cause to what was termed a "disproportionate" number of special education classified students formally from the bilingual program.

In conclusion, the State monitors included a directive to correct the classification and identification process of special education students, especially more from bilingual programs.

Under the category of "Instructional Practice," the State monitoring team further directed:

The district shall maintain trained bilingual child study team staff, maintain adequate bilingual special education staff per state guidelines, and use bilingual staff to assess bilingual student placement, as appropriate.

These factors were reviewed with the Special Education Program Administrator, who had indicated that a full-time bilingual child study team was not feasible. However, an independent bilingual child study team could be retained on an as-needed basis. In the area of bilingual special education staff, within the district there are several special education staff members who are bilingual but do not use a bilingual approach in their curriculum.

STATE OFFICIAL SURVEY RESULTS

The State official interviewed was from the Division of Compensatory/Bilingual Education, New Jersey State Department of Education.

1. What is the State's position on the exiting criteria for bilingual program students?

Presently, the State Department of Education utilizes a multiple criterion process. However, this is only until the current court case is resolved. This case is based on the proposed and adopted new criterion, which utilizes a single criterion, namely Language Assessment Battery (LAB) test. The advocacy of a single criterion is based on the concept that since the LAB test is the main criterion for classification of limited English proficient (LEP) students in New Jersey, then it should also be the same criterion for exiting students--declassifying LEP students.

2. What statistical data and process are available which substantiate the exiting criteria used at the local educational agency (LEA)?

The State Department of Education requires from each LEA an annual report which outlines their statistics on LEP students who are to be mainstreamed in the subsequent academic year. In the multiple criterion, LEAs must be able to document students' achievement scores, LAB scores, and teacher input. Although the State Department of Education does not visit LEAs every year, the year they do, LEAs must produce that documentation.

3. Does the State maintain data on mainstreamed bilingual students (follow-up)?

LEAs are recommended to maintain some type of system, but they are not required to report it. However, under the newly-proposed regulations, the Department is recommending a reentry program be incorporated, which would allow LEAs to return LEP students who may have been mainstreamed before they were ready. This element will require LEAs to maintain data and a follow-up process for mainstreamed LEP students.

4. Based on data compiled from LEAs, what is the status on the effectiveness of bilingual programs in New Jersey?

The State Department of Education annually collects statistical data on our LEAs' bilingual programs. These data identify student progress as well as methods/program plans which describe the methods used. It has been the Department's position that LEAs should have flexibility on the method used to teach LEP students. LEAs are encouraged to diversify their approaches in achieving success with their LEP students.

5. What bilingual education method is the most effectively used in New Jersey?

This question is answered in the response to Question 4.

6. Please indicate any other relevant information which can contribute toward an effective bilingual curriculum for developing a competitive mainstreamed student.

The State Education Agency (SEA) has assumed a position that it normally takes: no more than three years for a LEP student to be readied for the mainstream. This recommendation has prompted LEAs, such as in Hoboken, to automatically mainstream students after three years in the program regardless of whether they are ready or not. However, the SEA does take the position that a LEP student can remain in the bilingual program beyond three years if the rationale is documented. This documentation must include a student academic profile and staff analysis of why it was not achieved within three years. Districts with LEP students beyond three years must submit a rationale and plan addressing the need for these four-or-more-year LEP students.

APPENDIX D:

A COMPREHENSIVE MAINSTREAM AND FOLLOW-UP MODEL
FOR BILINGUAL STUDENTS

A COMPREHENSIVE MAINSTREAM AND FOLLOW-UP MODEL FOR BILINGUAL STUDENTS

Introduction

This model is designed to facilitate bilingual program teachers, parents of limited English proficient (LEP) students, and administrators with a guideline toward a successful exited bilingual program in the mainstream. It has been developed as part of a study which examined students who were mainstreamed and experienced problems. It incorporates the reasons for these students' shortcomings and the data of students which succeeded in the mainstream.

The mainstream model includes the following outline of data which make up a holistic process to maximize the goal of success for LEP students:

- Goals and Objectives of the Bilingual Program
- Entry Criteria
- Individual Student Educational Plan
- Evaluation and Profile
- Exiting Criteria (Mainstreaming)
- Follow-Up

Goals and Objectives of the Bilingual Program

Bilingual education, as all educational programs, should have identified goals and objectives designed to maintain direction of the

program. The following is an objective written for transitional bilingual education programs whose goal is to prepare students for the mainstream: "All LEP students, as a result of participating in the district's transitional bilingual program, will develop English language proficiency skills which will allow them to be mainstreamed with competitive skills as compared with their mainstreamed counterpart students."

In addition, short-range goals must be developed and incorporated into the student's individual educational plan.

Entry Criteria

The following items should be found in entry identification criteria:

- (1) Student's home language. A sociolinguistic survey which identifies the following:
 - a) Language spoken at home by parents and relatives;
 - b) Language observed by parents/guardians which is spoken by the student;
 - c) Language observed by the teacher which is spoken by the student with peers.
- (2) Language proficiency test, which examines listening, speaking, reading, and writing.
- (3) Teacher observation. An observation process which requires teachers to remark on the student's

language proficiency based on his/her classroom interaction for at least a two-week period.

These elements are incorporated in the development of a multiple criteria process for the identification of a limited English proficient student.

Individual Student Educational Plan

The Individual Student Educational Plan should include the following elements:

- (1) Objectives for each subject area should be developed.
- (2) Deficiencies. An educational profile which identifies skill deficiencies based on the language proficiency, mainstream curriculum, and skills which appear in the standardized achievement test.
- (3) Strategy. Procedures which include strategies and approaches planned to be used in addressing the identified deficiencies.
- (4) Monitoring process. A process which examines progress is incorporated to guide and support changes needed to achieve the objectives.

A sample profile for a Bilingual Program Individual Educational Plan is provided on the following page.

BILINGUAL PROGRAM INDIVIDUAL EDUCATIONAL PLAN

NAME OF STUDENT: _____ SCHOOL: _____ GRADE: _____
HOMEROOM TEACHER: _____ STUDENT IDENTIFICATION NO.: _____
SUBJECT: _____

Objective: _____

Deficiencies: _____ Procedures and Strategy: _____ Evaluation: _____

Evaluation and Student Demographic Profile

To maintain abreast of the progress and problems experienced by the LEP student, an evaluation progress is needed. The following is an outline of evaluation:

- (1) Teacher observation. It is incumbent upon the teacher to observe and evaluate the LEP student's progress on a continuing basis. These observations will allow teachers to adjust the curriculum, when necessary, to meet the objectives.
- (2) Pre-testing. Students should have recorded pre-test scores in the following categories:
 - a) Language proficiency score;
 - b) Standardized achievement scores in reading, mathematics, and language arts;
 - c) English as a Second Language (ESL).

In addition to testing data, demographic data should be identified and reviewed for each LEP student to recognize factors which have to be compensated for in the student's educational plan.

Mainstreaming/Exiting Criteria

The process for identifying the point of readiness for bilingual students should be one which can be projected based on a student's educational profile and evaluation progress. The following steps are recommended in identifying bilingual educational students who are ready for the mainstream:

- (1) Teacher observation. LEP student teachers should have input in this decision to report on the student's ability to function in the content area course work.
- (2) Student must pass the language proficiency test.
- (3) Student must achieve a level of proficiency in the district's standard achievement test. (This specific criterion must be defined to determine whether the LEP student will be mainstreamed with a need for remediation or whether he/she must be above cut-off points, which would exclude him/her from remedial programs.)

This multiple criteria is a process that incorporates the entire curriculum and becomes an element in the comprehensive process which begins with the first individual student educational plan. To complete this process, a follow-up component is incorporated as a monitoring vehicle to determine the effectiveness of the mainstreaming criteria. It would allow local school districts the ability to judge and institute change to maximize success via an evolving collection.

The Follow-Up Process

This process is important to the entire curriculum, from identification to the exit criteria, because it basically examines the success or shortcomings in the educational program. The effectiveness of

a bilingual program should be reflected in the success rate. The follow-up process includes:

- (1) Teacher observation. Survey designed to obtain teacher opinion of former LEP students' progress in the mainstream.
- (2) Review of student's achievement score on standardized test and comparison of level of achievement to that of other mainstreamed students.

A sample Bilingual Students Follow-Up Form is provided on the following page.

BILINGUAL STUDENTS

FOLLOW-UP FORM

NAME: _____ GRADE: _____

TEACHER: _____ SCHOOL: _____

1. Student Achievement Scores:

Reading: _____ Mathematics: _____ Language Arts: _____

2. Student will _____; will not _____ be promoted to next grade.

If retained, why? _____

3. What weaknesses, if any, did the bilingual mainstreamed student bring to your class? _____

What strengths? _____

4. Please indicate any comments you may have on your bilingual mainstreamed students which can contribute to the mainstreaming criteria.

BIBLIOGRAPHY

- Adler, M. J. (1984). The Paideia proposal--an educational manifesto. New York: The Macmillan Publishing Company, Inc.
- Amoriggi, H. D., & Gefteas, D. J. (1981). Affective considerations in bilingual education problems and solutions. Washington, D. C.: Bilingual Education Service Center, Georgetown University.
- Baker, K. A., & DeKanter, A. A. (1981). Effectiveness of bilingual education: A review of the literature. Washington, D. C.: U. S. Department of Education.
- Barnes, F. P. (1964). Research for the practitioner in education. Washington, D. C.: National Education Association.
- Bennett, W. J. (1989). Our children and our country: Improving America's schools and affirming the common culture. New York: Simon and Schuster.
- Bennett, W. J., Qualye, D., Porter, R. P., Flak, L., & Wang, J. J. (1987, March). Should Congress enact the Qualye amendments to the Bilingual Education Act? Congressional Digest, 66(20), 76.
- Bowman, B. T. (1989, October). Educating language-minority children: Challenges and opportunities. Phi Delta Kappan, 71(3), 118.
- Burns, A. F. (1981-82). Politics, pedagogy, and culture in bilingual classrooms: A case study. Washington, D. C.: Bilingual Education Service Center, Georgetown University.
- California State Department of Education, Office of Bilingual-Bicultural Education. (1981). Schooling and language minority students: A theoretical framework. Los Angeles, CA: Evaluation, Dissemination and Assessment Center, California State University at Los Angeles.
- Cardoza, D. (1981, February). The Louis D. Brandeis High School bilingual program (Technical Report 02-81): Success in bilingual education programs. National Association of Bilingual Education Journal.
- Cardoza, D. (1986, Fall). The reclassification survey: A study of entry and exit classification procedures. National Association of Bilingual Education Journal.

- Castellanos, D. (1979). The history of bilingual education in New Jersey: Its implications. Ann Arbor, MI: University Microfilms International.
- Castellanos, D., & Leggio, P. (1983). The best of two worlds: Bilingual-bicultural education in the United States. Trenton, NJ: New Jersey Department of Education.
- Chastian, K. (1976). Developing second-language skills: Theory to practice (2nd ed.). Chicago, IL: Rand McNally and Company.
- Cohen, B. H. (1979). Evaluating bilingual education programs. Hingham, MA: Teaching Resources Corporation.
- Cohen, B. H. (1979). Models and methods for bilingual education. Hingham, MA: Teaching Resources Corporation.
- Cook, D. R., & LaFleur, K. N. (1975). A guide to educational research (2nd ed.). Boston, MA: Allyn and Bacon, Inc.
- Cordasco, F. (1978). Bilingual schooling in the United States: A sourcebook for educational personnel. New York: McGraw-Hill Book Company.
- Cummins, J. (1982, February). Test, achievement, and bilingual students. Focus, National Clearinghouse for Bilingual Education, 1-8.
- Davis bilingual education center in Tucson, Arizona, blends academic and cultural learning into an enriching experience. (1988, September). Instructor, 88(3), 24.
- DeGeorge, G. P. (1985). Assessment and placement of language minority students: Procedures for mainstreaming. Hartford, CT: Connecticut State Department of Education.
- DeGeorge, G. P. (1988, Summer). Assessment and placement of language minority students: Procedures for mainstreaming. Equity and Excellence, 23(13), 44.
- Escobedo, T. H. (Ed.). (1983). Early childhood bilingual education: A Hispanic perspective. New York: Teachers College Press, Teachers College, Columbia University.
- Fallows, J. (1986, November). Viva bilingualism: English has nothing to fear. The New Republic, 195, 18.
- Fishner, J. A., & Keller, G. D. (Eds.). (1982). Bilingual education for Hispanic students in the United States: A source book. New York: Teachers College Press, Teachers College, Columbia University.

- Gainer, W. J. (1987). Bilingual education: Information on limited English proficient students. (Briefing Report to the Chairman of the Committee on Labor and Human Resources, United States Senate). Washington, D. C.: General Accounting Office.
- Gersten, R., & Woodward, J. (1983, September). A case for structure immersion. Educational Leadership, 75-79.
- Gersten, R., Woodward, J., & Moore, Lisa. (1988, Summer). Alternative educational models for language minority students: Research on structured immersion. Equity and Excellence, 23(3), 14.
- Gonzales, R. D., Vasquez, V. F., & Schott, A. A. (1988, March). The English language amendment: Examining myths. English Journal, 77(7), 24.
- Hakuta, K. (1986). Mirror of language: The debate on bilingualism. New York: Basic Books, Inc.
- Hakuta, K., & Garcia, E. E. (1989, February). Bilingualism and education. The American Psychologist, 44(6), 374.
- Harding, E., & Riley, P. (1986). The bilingual family: A handbook for parents. New York: Cambridge University Press.
- Hayakawa, S. J. (1987, May). Why English should be our official language. Education Digest, 52(2), 36.
- Johnson, P. T. (1988, October). Improving the curriculum for limited English speaking students at Sierra Junior High. NASSP Bulletin, 72(6), 95.
- Kendall, F. E. (1983). Diversity in the classroom: A multicultural approach to the education of young children. New York: Teachers College Press, Teachers College, Columbia University.
- Kloss, H. (1977). The American bilingual tradition. Rowley, MA: Newbury House Publishers, Inc.
- Lambert, N. E., & Tucker, G. R. (1972). Bilingual education of children: The St. Lambert experience. Rowley, MA: Newbury House Publishers.
- Leibowitz, A. H. (1982). Federal recognition of the rights of minority language groups. Rosslyn, VA: InterAmerica Research Associates, Inc.
- Makey, W. F., & Beebe, V. N. (1977). Bilingual schools for a bicultural community: Miami's adaptation to the refugees. Rowley, MA: Newbury House Publishers.

- Montero, M. (Ed.). (1982). Bilingual education teacher handbook: Language issues in multicultural settings. Cambridge, MA: Evaluation, Dissemination and Assessment Center for Bilingual Education.
- National Commission on Excellence in Education. (1983). A nation at risk: The imperative for educational reform. Washington, D. C.: U. S. Department of Education.
- National Puerto Rican Task Force on Educational Policy. (1978). Law and bilingual education: A manual for the community. New York: City University of New York, Published Research Foundation.
- Negron de Montilla, A. (1975). Americanization in Puerto Rico and the public school system, 1900-1930. San Juan, Puerto Rico: Universidad de Puerto Rico.
- New Jersey State Department of Education. (1981, Fall). Bilingual and English as a second language program: A policy manual. Trenton, NJ: New Jersey State Department of Education.
- New Jersey State Department of Education. New Jersey Administrative Code, Section 5, 31-1.1.
- Nieto, S. (1987, Spring). Parent involvement in bilingual education: Whose responsibility is it? National Association of Bilingual Education Journal, Vol. II, 189-201.
- Office of the Attorney General, State of New Jersey. (1988, November). Superior Court of New Jersey, Appellate Division.
- Ohio State Department of Education. (1986, Revised). Guidelines for the establishment and implementation of entry and exit criteria for bilingual education programs. Columbus, OH: Ohio State Department of Education.
- Ovando, C. J., & Collier, V. P. (1985). Bilingual and ESL classrooms: Teaching in multicultural contexts. New York: McGraw-Hill Book Company.
- Piattelli-Palmarini, M. (Ed.). Language and learning: The debate between Jean Piaget and Noam Chomsky. Cambridge, MA: Harvard University Press.
- Risk, R. C. (1970). Student social class and teacher expectations: The self fulfilling prophesy in ghetto education. Harvard Education Review, (40), 411-451.

- Rodriquez, R. (1982). Hunger of memory: The education of Richard Rodriquez (an autobiography). New York: Bantam Book Company.
- Santiago, R. (1983, March 2). A critique of the Gersten and Woodward article on bilingual education. Education Week.
- Seidner, S. S. (Ed.). (1983). Issues of language assessment: Language assessment and curriculum planning. Vol. II. Chicago, IL: Illinois State Board of Education.
- Seidner, S. S. (1983). Political expedience of educational research: An analysis of Baker and DeKanter's review of the literature of bilingual education. Washington, D. C.: U. S. Office of Planning, Budgeting and Evaluation.
- Stalker, J. C. (1988, March). Official English or English only: English as official language of the United States. English Journal, 77(6), 18.
- Suhor, C. (1988, September). English only movement emerging as a major controversy. Educational Leadership, 46(2), 80.
- Sundberg, T. J. (1988, March). The case against bilingualism. English Journal, 77(2), 16.
- Troike, R. C. (1981). Research evidence for the effectiveness of bilingual education. Washington, D. C.: Bilingual Education Service Center, Georgetown University.
- Van Dalen, D. B. (1962). Understanding educational research. New York: McGraw-Hill Book Company.
- Van Geert, P. (1983). The development of perception, cognition and language: A theoretical approach. Boston, MA: Routledge and Kegan Paul of America Ltd.
- Wise, J. E., Nordberg, R., & Reitz, D. J. (1967). Methods of research in education. Lexington, MA: D. C. Heath and Company.
- Yario, C. A. (1988, Summer). Bilingual education: Getting it all together. Equity and Excellence, 23(4), 8-13.
- Zentella, A. C. (1982). Hablamos los dos--We speak both: Growing up bilingual in El Barrio. Unpublished doctoral dissertation, University of Pennsylvania.

